
THE AMERICAN SHORTHAND TEACHER

A Magazine for Teachers of Shorthand
and Other Commercial Subjects

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Experience + Training = Success and Service

By James S. Knox

Oak Park, Illinois

IN conversation with a high school principal not long ago, he somewhat proudly remarked that fifty-seven per cent of this year's graduating class had already planned to enter college next fall.

Selling a College Education

A very large number of high school principals of the country not only know the percentage of their students who intend to enter college, but they do everything in their power to encourage them to go to college. Many a prominent man has said he owed the inspiration to get an education to his teacher.

The high school teacher, who is usually a college graduate, has a feeling that the student who goes away to college will get away from the murky hurly-burly of ordinary life and get an appreciation of literature, history, science, art, economics, sociology, psychology, and a vision of idealism and of service, and the feeling that as a citizen he owes a great deal to his fellow men.

The average high school principal actually

tries to sell this vision to his students, and renders a great service to them and to his country by so doing.

Sell Advanced Commercial Education

But who ever heard of a commercial teacher or principal encouraging his graduates to take a four-year course in commerce? There are undoubtedly many such, but I am not acquainted with them. I wish those who do would write and tell me about it. But commercial education is so new and commercial problems so complex and so little understood that many commercial teachers feel that they are preparing their students for an immediate position rather than for a higher commerce course in a university.

What would we think if there were no law schools, no medical schools, no dental schools, no engineering schools, no teachers' colleges, and no theological schools?

What would we think if high school graduates went out into life and attempted to prac-

tice law, medicine, dentistry, engineering, to teach and to preach without any professional training whatsoever? What kind of a civilization would we have?

Business Needs Advanced Commercial Training

And yet that is an exact duplicate of the situation which now exists in business, which is almost devoid of professional training. This country is flooded with young men who left school anywhere from the sixth grade to the end of high school. They want to be business men, and they have neither the mental development nor the professional training to enable them really to succeed in business.

Did you ever go into a garage with your automobile and find that you had to use a corkscrew to get any information out of the so-called mechanic you found there? I told one of them I wanted chains for the automobile. He said it was too early yet, and lost the sale.

These men are sixth, seventh, and eighth graders, and seventy-six per cent of them just picked up what mechanical knowledge they have. They are earning sixty-five cents an hour. They lack the intelligence to sell you anything unless you absolutely insist upon it. Many of them kill more business in the service station than the salesmen can bring in the store.

Intelligence Impossible Without Mental Development

But we do not expect a sixth-grader to be able to carry first-year high school work. We say he has not the mental development. Neither do we expect a first-year high school student to be able to carry senior work. We say he has not the mental development to enable him to do it. And we know it is impossible for a freshman in college successfully to carry senior subjects. He has not the mental development to enable him to do it.

Then how do we expect the sixth, eighth, and twelfth graders in your school to have the mental development to solve problems that are so complex that it takes years of additional mental development to enable men to solve?

Undeveloped Mentality Handicaps Business

How long does it take the average high school graduate in business to gain the mental development which he would get in a four-

year commerce course or four additional years in college?

The average high school graduate never gets this development because he will not study and submit to the mental discipline. A very small percentage get it after ten or fifteen years of study and experience. This is a great waste not only to them but to business.

Every teacher of every commercial subject should do everything in his or her power to persuade the student to finish a high school course or its equivalent, and then go ahead and take several more years of work, if at all possible, and this should be particularly emphasized with young men.

Every young man can work his way through this course if he will do it. Some finish such a course through evening classes and correspondence study with the universities and colleges. That can be done in a large city where there are such facilities.

How many commercial teachers actually realize the enormous handicap placed upon business as a result of this lack of professional training?

Business Demands Superior Training

I am convinced that the problems of business to-day are more complex and require greater ability than the problems of either law or medicine. Both doctors and dentists follow precedent, while business men are daily creators of precedent, due to the new conditions continually arising.

There is initiative and creative ability demanded in business to-day that is not dreamed of in any of the professions. Business training, therefore, should not only be equal to professional training, but should exceed it.

I should like to get your reaction to this.

Experience Alone Is Not Knowledge

The successful salesman or business man must have personality, mentality, and equipment. Let me add that in addition to this he must have experience. But the average man has experience without the other qualities and qualifications. But experience alone is not knowledge. In fact, experience that is based upon ignorance and prejudice is a serious detriment. But when based upon the right kind of training it results in large success and service.



Renew your subscription before leaving school to be sure you will not miss the September issue.



Vocational Education Association of the Middle West Meets in Chicago

WHILE most schools were commemorating the birthday of Abraham Lincoln, the members of the Vocational Education Association of the Middle West, imbued with the spirit of the day, were seeking additional light on the problems common to vocational and commercial education. Hailing from many states, the members and special guests were greeted with a program touching practically every phase of this great and growing field. It was by no means an array of "speeches" which merely

"scratched the surface," but rather it delved into the questions of the hour much as the specialist in surgery enters an important clinic upon which the lives of many depend. To the regular, or even casual, observer it appeared as though these memorable words of Lincoln had become the chief impetus of the occasion:

"It is for us the living, rather, to be dedicated here to the unfinished work which they who fought before us thus far so nobly advanced."

Commercial Section Meetings

THE meetings were divided into general and departmental sessions. The first meeting in the commercial section was presided over by Mr. William Bachrach, supervisor of Commercial Education in High Schools, Chicago, and one of the prominent leaders in the association.

Cultural Value of Bookkeeping

Following a brief review of facts important to the commercial teacher, Mr. John R. Byland, instructor in accounting at Hyde Park High School, Chicago, was introduced. Speaking on the Cultural and Vocational Value of Bookkeeping in High Schools, Mr. Byland said:

The Cultural value of bookkeeping may be offered at the same time that a specific and general knowledge of the subject is acquired if the teacher will grasp the opportunity. To this end it is necessary for a teacher to draw upon his own experience of accounting fundamentals and principles. It becomes necessary to exercise the happy art of introducing business background to a class of immature business experience by drawing upon the fertile imagination of the pupils. The greatest care must be exercised that a pupil may learn principles as well as methods and forms. The mechanical mastery of a certain system does not imply an understanding of even one single principle. It is the actual mechanical application of a principle to a new situation that makes one a master of his subject.

Store Training

Retail Training in Stores—How Can the High School and Continuation School Help? was the subject of a very interesting address given by Mr. W. B. Towsley, assistant superintendent of Marshall Field and Company. In part Mr. Towsley spoke as follows:

In 1913 we became thoroughly convinced that the boy and girl coming into our business without first having finished at least eighth grade, had not sufficient foundation upon which we could build. We therefore established what we are pleased to call the "Junior Academy," and a rule was made by the management that every boy and girl who had not finished the eighth grade, should attend one hour a day, five days a week. This was to be during business hours. We furnished the space, the teacher, and the textbooks.

We are now offering two general courses: One for prospective salespeople and one for office workers. The first embraces a study of textiles, salesmanship, advertising, and the regular academic subjects. The commercial course includes typewriting, shorthand, comptometer operation, office training, bookkeeping, system, and business English.

I am sure that if the teachers in our public schools could know in advance that certain pupils were going to leave at a certain age, they could give them special training to fit their needs. However, I know that the school system, which has been built up after years of experience and by using the best thought that could possibly be given to it, provides for the child's complete education, and the training of one grade leads to the next grade only. It must be a handicap to you to be interested in a child and his future, and to have him leave you at what must seem to you a very inopportune time.

What Next?

A forecast on What Next in Commercial Education? was made by Mr. Leverett S. Lyon, Washington University, St. Louis. Although Mr. Lyon avoided individual prophecy his discussion was based upon well-established facts disclosed during the past decade. Mr. Lyon believes there are two generalizations that are safe as a basis for any forecasting which may be indulged. First, whatever is next in commercial education will not be suddenly or radically different from what has been and is. Situations as a rule change slowly and commercial education is not likely

to prove a startling exception. A second generalization is that commercial education in the future will be *somewhat* different than in the present. We are never satisfied, and we would be wrong to be satisfied with business education in exactly its present condition. With these generalizations let us look at what type of changes we may expect.

Growth in Attendance

The best basis for such prophecy as we are undertaking is what is now going on. We shall give our attention particularly to the secondary schools. Suppose we notice what is actually in progress. A first matter which will catch our attention is the great growth of business education. Such courses really got under way in the high schools in the early '90s. The registration in these courses was very rapid until 1900. By 1908 it had fallen so that there were actually fewer students than at the beginning of the century. Then the numbers again increased very rapidly. From 1914 to 1916 the change was extreme. Then the rate of growth slightly fell off. The increase in numbers from 1893 to 1918 was over 1,700 per cent. In business colleges in the same period the increase was about 150 per cent. It is hardly necessary to prophesy concerning this marked tendency in business education. One of the things that we may look for is that the numbers will continue to grow. Not so rapidly as in the past, probably, for there are a number of causes which are likely to slacken its speed, but we may be sure that in the future we shall continue to find it necessary to deal with large numbers in our secondary commercial work and to deal with rapidly increasing numbers.

More Coöperation

A second change which we may prophesy *without* prophesying is likewise merely a statement of what is already under way. This is an increased coöperation among the several types of business educational institutions which are at work in the field. We have only to look at our own program in the commercial education section to see that such is the case. This clearly indicates the possibility of turning some of our work over to short-time, intensive courses and to evening school courses. There are other agencies such as corporation schools with which our coöperation will also increase, and we already have plenty of examples in Chicago and elsewhere of just such coöperation.

This coöperation of the future, already in existence, comes from realizing the advantages of various institutions' specializing on the kind of work they can do best. If the past is at all indicative of the future, such coöperation will increase.

Short Unit Courses

In masterly fashion Mr. William Bachrach, supervisor of commercial work in the Chicago High Schools, discussed "Short Unit Courses for Full-Time Day Schools and Evening Schools." It is Mr. Bachrach's opinion, after full experimentation with short unit courses, that filing, dictaphone-typewriting course, calculating machines, typewriting-multigraphing, salesmanship, billing, and general clerical practice constitute the major units in training those students who wish to take a short course as an elective in the last year of high

school. In a subsequent issue space will be given to the full discussion, as we know our readers will want to consider the paper in its entirety.

Junior Education

Quite in harmony with the views expressed by Mr. Bachrach were the thoughts advanced in a highly enlightening paper on Junior High School Education and Training in their Relation to Junior Commercial Occupations. This contribution by Mr. L. W. Rader, assistant superintendent of schools, St. Louis, was the outgrowth of intimate contact with junior high schools, their needs, problems and solutions. At the outset, Mr. Rader spoke of the uncertainty which prevails as to the objectives in commercial education when offered at the junior high schools. "Some of the schools," he said, "would have this type of education as tryout courses, others as a phase of general education; many favor it as purely vocational education, while still others would have it as a hybrid course providing thereby, at one and the same time, tryout vocational and general education."

After citing the results of educational surveys, the speaker scored a point for general education. Important as commercial units are, Mr. Rader believes "nothing should be allowed to reduce the instruction in certain phases of general education, especially in civics, English, and health. Surveys of junior commercial occupations prove conclusively that one of the greatest needs of those workers is the ability to speak and write simple English."

The speaker concluded with the following pertinent observations:

It is my personal conviction that instead of offering long courses in given subjects the school would contribute much more to the future occupations of these youngsters by offering a number of short unit courses in office practice; such as, General Clerk, File Clerk, Mail Clerk, Use of the Telephone, Stock Clerk, etc.

The number of and the time given to these short unit courses in commercial subjects in Junior High Schools must be determined by the student body of each individual school and the relationship between general education and commercial occupations should remain a constant. This constant relationship is expressed in the objective that all industrial arts in the Junior High School, whether short tryout courses or longer courses designed directly for specific vocational training, should at all times and under all circumstances contribute to the general training for citizenship.

Herein lies the signal of danger found in our subject under discussion. This danger is seen in the attempt to specialize with pupils so young. Or, stated differently, a specializing is narrowing, thereby depriving the pupil of the needed general education.

The aim of the junior high must remain a well-rounded individual development, or as some other has well expressed it "Individual Justice," yet this objective may be achieved by giving special vocational training, if the job is in the hands of a real teacher.

Specializing is strong motivation; with certain types of minds it becomes the only means or method of motivating and, though it may seem narrow, if it reveals a definite purpose and an ability to select details so as to fit them into that purpose, it becomes the broadest education.

Office Appliance Courses

Miss Clara Franke, of the Milwaukee Vocational School, Milwaukee, spoke interestingly on Office Appliance Courses. Sharing the views of other speakers, it is the opinion of Miss Franke that such courses should be in accord with the demands of the community. This fact established, it was pointed out that "Milwaukee, as a city of varied industries, employs about 10,000 boys and girls subject to part-time attendance in the Vocational School. Of this number 12½% are being trained for commercial vocations in the part-time classes. According to the last report of the United States Census one out of every eight workers in industry is employed in some type of office work."

In relating the story (it was truly a "story" both in point of interest and constructive suggestions) the speaker said:

One of the objectives of our school is to aid the pupil to select an occupation for which he has some adaptability, which will bring a reasonably good wage, furnish good working condition, afford some opportunity for advancement, and sustain a fair degree of interest and contentment. We believe that through counselling and proper assignment of these classes, we are carrying out this objective.

Tests and Measurements

Tests and Measurements in Commercial Fields was developed by Dr. A. J. Snow, Northwestern University. Classifying the psychological tests into three groups, namely: General Intelligence, Special Ability, and Trade, he presented their "advantages" as well as the "limitations."

1. They point out the relevancy of different operations in an occupation.
2. They are just and economical. They do away with waste, favoritism, and prejudice, and above all, they are objective.
3. They bring about "normal functioning" of employees by putting them into the jobs for which they are best adapted. They see to it that people are placed where they can do the kind of work for which they are fitted and therefore the sort of thing they like to do. By showing that the movements of certain types of mental defectives are automatic, for example, the tests enable the persons of these types to be assigned to manual work which they like.
4. By placing the worker in the occupation for which he is best fitted, the earning capacity of each person is increased.
5. Because these tests put men in the right jobs, they tend to reduce the labor turnover.
6. Employment according to these tests is the only method with a promising future.

7. These tests emphasize the qualities demanded for certain lines of work and in that way serve as a guide to the sort of thing which must be taught in training schools.
8. These tests aid in promotion and transfer.
9. The reasons for the failure of particular tests to correlate with records of performance often throw new light on business and science alike.

There are also a number of limitations to these tests which must be mentioned in the same way:

1. They do not apply to complex jobs. In administrative positions, where moral qualities are primary, no adequate ideas for tests have been developed.
2. They cannot offer final ratings. New data are constantly changing the bases of judgment.
3. The difficulty of getting a sufficient number of workers whose records may also be used for correlation is too great for practical purposes.
4. The correlations of these tests are never very close, so that they are not absolutely accurate. There are always some probable factors which are not tested, so that perfect correlation cannot be obtained.
5. So far, tests have been useful only for elimination of applicants; however, those able to pass the tests may or may not be found capable, because of volitional and interest factors that are not tested.
6. Very few, if any, tests take into account the subject's ability to improve; no reliable method of testing this ability is known.
7. Volitional factors are almost entirely neglected. Primary interests and fundamental likes and dislikes are not taken into account, in most cases.

Down to Fundamentals

The address on Fundamental Requirements in Training for Commercial Occupations, delivered by Mr. Arthur H. Carver, of the Industrial Relations Department, Swift and Company, merited enthusiastic applause. At one time allied with the secondary schools and now, as an interested and sympathetic observer, surveying the great mass of human material emerging into business life, Mr. Carver's talk was most convincing. As in determining the method for correcting the defects in any great system, the course to be taken is neither up nor out but *down* to the fundamentals.

Starting from this premise the speaker suggested that the broadness of the term "commercial occupations" be recognized. Whatever may have been the general stock in trade of a prospective office worker in a previous decade it has, technically speaking, little place in the prevailing practices in modern business, "for the responsibilities of the business man to-day were never dreamed of twenty years ago. To be eligible to-day for the supervision of a department means that the individual must know something about the cost of operating the department; something about cost accounting; must know labor costs—the

meaning of 'depreciation' and even have a 'speaking acquaintance' with such abstruse terms as 'marginal utility,' etc.

We must define commerce in a broad way. We must get away from training students for only one specific field by adapting the curriculum to the broader and broadening demands of commercial

training. There is a lack of some of the fundamental principles of economics which is responsible for the gap existing between the school and the position. It is possible to-day to teach economics in the curriculum even though it may not be so labeled. Our job is teaching boys and girls instead of teaching subjects. This is the one great desideratum as the thing or subject used is merely the tool.

Ohio State Educational Conference *Report by C. E. Burch*

THE Fifth Annual Session of the Ohio State Educational Conference which met in Columbus, Ohio, April 2, 3 and 4, was attended by over 4,000 people interested in educational work. The keynote for all the discussions was Democracy in Education.

Mr. W. L. Moore, principal of Longwood Commerce High School, Cleveland, presided at the Commercial Sectional Meeting. There were over two hundred in attendance at this meeting.

The best on the program was E. W. Barnhart's talk on The Present Trend in Commercial Education. It was well received and drew forth a great deal of discussion. J. O. Malcott, of the Yeatman High School, St. Louis, Missouri, made a number of "telling" points in his paper on The Organization of

Elementary Business Education, and E. P. Hamon, office manager of the B. F. Goodrich Company, Akron, Ohio, had a well-prepared paper on Commercial Education in Industry."

L. L. Jones, of West High School of Commerce, Cleveland, Ohio, did not have time to give all of the paper he had prepared on Curriculum Construction in the Commercial Subjects. What he did have time for, however, was very interesting and instructive.

At the business meeting there was talk of doing away with the mid-year meeting in Columbus and combining it with this meeting, as this one is becoming more and more popular each year and is much better attended. No definite action was taken on the proposal, however.

Annual Meeting

Michigan Schoolmasters' Club *Report by J. C. Howell, Secretary*

THE Michigan Schoolmasters' Club, which met in Ann Arbor, had on April 2 and 3 one of the finest sessions this club has ever held. An especially live and active section of this organization is the Commercial Teachers' section. There were about 150 commercial teachers in attendance and the program was most appropriate.

Principal J. E. Tannis, of the Detroit Northern High School, was assigned the topic, "What the High School Principal Expects of His Commercial Department." Mr. Tannis claims to have the best Commercial Department in the State of Michigan but takes none of this credit to himself. He dwelt on what he expects to do for the department along the line of extending the scope of work offered and increasing the

equipment. It is especially gratifying to commercial teachers to find in a principal of an academic high school an attitude so liberal toward commercial education.

Mr. Thomas M. Simpson, secretary of the Continental Motors Company, discussed What the Business Man Expects from Students of Commercial Training. Mr. Simpson's address was very much to the point and the teachers were left in no doubt as to what Mr. Simpson and many other representative business men like himself desire from the boys and girls who are commercially trained. To be very accurate, one should have a general high school education plus commercial training. Much of the knowledge which he desires on the part of prospective employees can be obtained nowhere short of the business adminis-

tration departments of our larger universities. There was no criticism of anything that the high schools are giving in the way of commercial training. But such courses make up only a small part of the list of requirements.

Miss Helen W. Evans, head of the Expert Department of Gregg School, Chicago, made one of her characteristic live and vigorous addresses. Her plea was for an outward exhibition of an inward enthusiasm for one's work. This should be based upon a sense of power, a knowledge and ability to do as well

as to train others. She maintained that shorthand teachers should be interested in the speed contests and should themselves be speed writers. Following her address, she gave a demonstration of methods used in speed development, which proved very interesting as well as instructive.

No one who heard these three addresses could possibly go away from the meeting feeling that commercial education had gotten into a rut. Though some may have been caused to realize that they themselves had fallen into a well-defined groove!

Mr. McNamara Recommends High-School Preparation for C. S. R.

A BETTER appreciation of Court and Convention Reporting was asked by Mr. Edward J. McNamara, principal of the High School of Commerce, New York, at the April 4th meeting of the New York City Gregg Shorthand Teachers' Association at the Hotel Pennsylvania. The field is a lucrative one, he pointed out, and demanded as high a degree of skill as did that of accountancy. The bookkeeping department of the high schools were first given consideration and have long had a special department head. It was many years later that the stenographic department became a factor in the education scheme and received such recognition.

With the need for shorthand reporting, grew also facilities to fill that need. A slight attempt at reporting training had been made in some schools and a few business colleges have developed courses, but Mr. McNamara considers it high time that a comprehensive course of instruction with competent reporting in view be given in the high schools. In the courts of justice everywhere; at the conference table; in the convention hall; men and women skilled in reportorial work are required. The degree of Certified Shorthand Reporter established by the State of New York is a coveted one, and he believes that preparation for this degree should be started in the high school.

Attention should also be given to the secretarial field. The demand to-day for really competent secretaries, not merely shorthand writers, but for men and women who were capable of relieving the big business man of many details, is a field for which there is practically no preparation given in our high schools. Thought should be given to providing instruction suitable for such preparation.

A touch on the high spots and a quick answer to the many questions fired at him kept Mr. Conrad J. Saphier, first assistant of the Bay Ridge High School, busy giving most useful information upon the subject of typewriting. The aims of the course, some details of accomplishing these aims, and many aspects of this subject were handled with great effectiveness. Mr. Mark I. Markett, of the High School of Commerce, brought some lively comment into the discussion, emphasizing the point that students should be trained to think for themselves instead of teachers doing the thinking for them.

The Shorthand Clinic

A unique method of weekly awards was discussed by Miss L. M. Pitcher, of the Bronx Commercial School, in leading the Shorthand Clinic. A medal is awarded to the student doing the best work in a given week and he is allowed to wear it for one week. The enthusiasm and striving for the honor of wearing this medal has materially raised the standard of the work, she told the meeting. Mr. John J. Whalen, who is to handle the Gregg Shorthand course at Fordham University Summer School, developed the idea of a more thorough grounding in the first lessons in the Manual, acquainting the students with the hundreds of words that are available for use as soon as the first lesson is completed. Miss Pearl Holley of Pratt School, New York, struck a responsive chord with the audience when she showed how personal acquaintance with the students allowed her to know the problems of each and thus enabled her to be of more help to them in their studies.

From Chicago to London

MR. C. I. BROWN, manager of the British Office of the Gregg Publishing Company, is a nephew of the late George W. Brown, the founder of the well-known chain of Brown's Business Colleges, consisting of about thirty schools in the leading cities of Illinois, Indiana, Missouri, and Iowa.

For many years Mr. C. I. Brown was associated with his uncle, first as teacher and afterwards as manager of schools in Bloomington, Illinois, and Terre Haute, Indiana. After the death of his uncle, he became associated with the Chicago Office of the Gregg Publishing Company as a special representative. In that capacity he visited many hundreds of schools in the Middle West, and is therefore known to thousands of the principals and the teachers there.

In 1922 Mr. Brown was appointed manager of the British Office of the Gregg Publishing Company, London, and the vigorous campaign he has conducted on behalf of the Forward Movement in Shorthand has met with extraordinary success. When Mr. Brown began work in Great Britain, he was under the impression that it would be a colossal undertaking to get even a hearing from the educational authorities. After a few months in England, Mr. Brown declared he was astonished to find how easy it was to get a hearing from even the "higher-ups" in educational work, but—better still—to get at least a trial of the system. Doubtless this is largely due to the fact that the dissatisfaction with the old-style system is widespread. The British Board of Education, in a Memorandum on Evening Schools (No. 1116), made these emphatic comments on the teaching of shorthand:

In no other subject is the waste of time and effort so great. The proportion of students who ever attain a practical, useful speed, say 80 per minute or more, is small.

There are now nearly three hundred schools in England, Ireland, Scotland, and Wales teaching Gregg Shorthand, and the higher percentage of "passes" of Gregg students in the public examinations held by the Royal Society of Arts and other examining bodies, as compared with students of the old-style systems, is giving greater momentum to the Forward Movement with each passing month.

In a recent letter, Mr. Brown said: "The work over here is wonderfully interesting. I am enjoying it. In some ways it reminds me of the early days of the system in the Middle West, when there was a good deal of opposition to it on the part of the unprogressive element among the teachers, and yet the system kept winning its way steadily and

surely—and then the opposition seemed to give way suddenly and the system swept over the entire country. There is going to be a similar sweep here, and it is going to happen very soon."

The snapshot of Mr. Brown and Mr. Gregg which is presented herewith, was taken outside the largest commercial school in Wales—the De Bear School, Swansea—and indicates that both Mr. Brown and Mr. Gregg were in a very happy frame of mind.

As Mr. Brown has had many interesting experiences in his work in Great Britain, we hope that some time he will take the time to favor us with an article about them. It would be welcomed by his many friends among the readers of this magazine.



"Ye Editor" and the British Manager

THE INDEX to this volume is being issued in a separate pamphlet this year. There is no charge made for the index, but only a limited supply is being printed. Have we your request for a copy?

Improving Instruction in Commercial Subjects in the Public Schools of Trenton, N. J.

By Paul S. Lomax

Formerly Trenton Director of Business Education, Now Assistant Professor of
Commercial Education, New York University

THE improvement of instruction in commercial subjects primarily and chiefly centers in the classroom. And that improvement fundamentally centers, not in commercial teachers nor in subject matter, but in pupils who are the object and concern, first and last, of best teaching efforts. Consequently, commercial teachers, as a most fruitful means of improvement, must constantly study their teaching results in terms of pupil learning achievements. Such a study should be made objectively, as far as possible, through the medium of achievement tests. Unfortunately, we have in commercial education very few achievement tests which have been standardized. This is true, of course, though in a less degree, of secondary education as a whole when compared with elementary education, simply because the outcomes of secondary education are more difficult to determine quantitatively than those of elementary education. But, in the absence of standardized commercial achievement tests, we fortunately have in the written examination an educational measuring instrument which can be and should be made much more effective in the determination and improvement of pupil learning achievements. Professor Walter S. Monroe, of the University of Illinois, has stated: "Although standardized educational tests have become widely used during recent years, written examinations are still the most frequently used type of measuring instrument. This will probably always be true, particularly in the high school. . . . (However), our educational literature, particularly textbooks, reveals an astonishing lack of information in regard to written examinations. Relatively little specific attention has been given to their preparation and administration."*

Written Tests

Written examinations, it seems to me, constitute our most significant point of departure in the improvement of instruction in commercial

subjects. Furthermore, with these examinations being more carefully prepared and administered, and the results properly tabulated, analyzed, and interpreted, in accordance with scientific principles, we are at once happily on the road toward the evolution of standardized tests—tests which grow out of our very best efforts to improve the classroom situation.

It was consequently the written examination, with the single exception of the Blackstone Standardized Typewriting Test, which was used as the basis of the commercial teaching program of improvement in the Trenton Public Schools. In this program the central consideration and concern at all times was the learning progress of commercial pupils. Commercial teachers, supervisors, administrators, classroom facilities, etc., were regarded only as means in the effort to realize better pupil achievement.

Measuring Pupil Achievement

The basic factors which control the conduct or activities of the pupil, subject to the direction, reinforcement, and guidance of the teacher, were considered as (1) information or knowledge, (2) skills, habits, attitudes, and (3) appreciations, ideals. In our technical commercial subjects we may think of ideals as "workmanship standards." Professor W. W. Charters expresses the point of view "that ideals are the objective forms of satisfaction, and that as such it is possible to apply them as standards to actions. . . . Activities are not carried on without ideals to govern, and ideals will not operate except through activities."*

Trenton Improvement Program

The Trenton program of improvement in commercial subjects, subsequently modified in part by reason of the testing experiences, may be briefly described under two major headings. The first had to do with the preparation and administration of the achievement tests in the

*University of Illinois Bulletin No. 17, "The Present Status of Written Examinations and Suggestions for Their Improvement," by Monroe and Souder, 1923, pages 7-8.

*Charters, W. W., "Curriculum Construction," pages 32-33. The Macmillan Co., 1923.

different commercial subjects in which a careful study was made (1) of subject objectives interpreted in terms of generally accepted major aims of secondary education; (2) of information items newly taught, reviewed, and correlated during the test period to be measured; of skills, habits, and attitudes built; and of ideals or conduct standards inculcated; (3) of what information items, skills, and ideals to include in the achievement test; (4) of the preparation of the achievement test itself and the key for same; (5) of a definite procedure to be used by all teachers in administering the test, and (6) of a uniform grading schedule for the test. The second major division of the program had to do with the tabulation, analysis, and interpretation of the test results which included a careful study (1) of the pupil classroom groups with regard to such things as their chronological age distribution, their mental age distribution, their intelligence quotient distribution, teachers' rating distribution on school industry and application of pupils, teachers' rating distribution on school work of pupils in different subjects; pupils' educational ambitions; pupils' ex-

pression of vocational interests, and pupils' part-time wage-earning employments, if any; (2) of the tabulation of test results; (3) of the analysis and interpretation of test results with reference to goals of attainment, individual pupil difficulties, subject matter changes as to selection and organization, and methods most effective and least effective in attaining desired results; (4) of working out a plan of improvement of instruction for the next achievement test period; and (5) of suggestions for the further improvement of the next achievement test.

This program was carried out coöperatively through subject groups of commercial teachers. The shorthand achievement test, for example, was prepared and administered, and the results tabulated and interpreted, by the shorthand teachers working together as a unit. In such a program, it seems to me, we are getting at the heart of our teaching task to bring about in a coöperative way most enduring educational results in the learning progress of the boys and girls who are enrolled in our commercial classes.

Teachers' Certificates

SINCE the last list was printed, the following teachers have been granted certificates:

Gretna Higgins, Beverly, Mass.
 Vera Hollingsworth,* Meckling, S. Dak.
 Alice M. Holmes,* Chicago, Ill.
 Martha Lou Howell,* Jackson, Tenn.
 Neva B. Hoyt,* Winton, Iowa
 Josephine B. Ingalls, Springfield, Mass.
 Grace H. Jackson, Gilcrest, Colo.
 Elizabeth H. Johanson,* Havelock, Nebr.
 Loretta Mae Johnson,* Universal, Ind.
 Mrs. Bernice Jones, Phoenix, Ariz.
 Hyrum Justet, Springdale, Utah
 Lita Keller,* Batavia, Ill.
 M. Esther Kempen, Ft. Wayne, Ind.
 Bertha Knapp,* King City, Calif.
 Laura Kuyala,* Hancock, Mich.
 Lucie L. Lafrance, Central Village, Conn.
 Lillie Lenice,* Indianola, Iowa
 Marie L. Lonsdorf, Athen, Wis.
 Frances Lyon,* Calumet, Mich.
 Florence I. Maher, Providence, R. I.
 Sister Gertrude Mary, Nogales, Ariz.
 Helen McConnell,* Church's Ferry, N. Dak.
 Ada McDonnall,* Oxford, Ind.
 Velva Irene McDowell,* Willard, Ohio
 Jennie L. Meislahn,* Montrose, Ill.
 Dorothy Merritt,* Eaton Rapids, Mich.
 Ethel Miller,* Cedar Falls, Iowa
 Nannie Lee Miller,* Norman, Okla.
 Ruby K. Moore,* Indianola, Iowa
 Providencia Morales, Arecibo, P. R.
 Eva Morrison, Auburn, Maine
 Pauline A. Mumford, Springfield, Mass.

Siiri M. Nissi,* Floodwood, Minn.
 James R. O'Brien,* Russell, Kans.
 Leona R. O'Brien,* Forest Lake, Minn.
 Mary A. O'Neill,* Waterburg, Conn.
 S. Louise Palmer, Springfield, Mass.
 Carl H. Peterson,* Stambough, Mich.
 Esther E. Peterson,* Dayton, Iowa
 Joseph F. Pettinato, Brooklyn, N. Y.
 Agnes Phelps,* Littleton, Colo.
 Mary H. Phelps,* Parkersburg, W. Va.
 Mabel Irene Pinson,* Abilene, Kans.
 Alice Pomeroy,* Kalispell, Mont.
 Manie G. Poole, Portsmouth, Va.
 Margaret J. Poole,* Flint, Mich.
 Grace E. Powell,* Olmsted Falls, Ohio
 Hazel Quick, St. Joseph, Mo.
 Mary Quiter,* Albion, Nebr.
 Frances A. Ramsey, Nashville, Tenn.
 Harold A. Reed,* Chicago, Ill.
 Doris M. Richter,* Thief River Falls, Minn.
 Mabel Rinehart,* Marceline, Mo.
 Stella Risser,* Paris, Ill.
 Marie Roemer,* Galveston, Tex.
 Ruth E. Rose,* Portsmouth, Ohio
 Annie M. Royse,* Columbia, Ky.
 Lula B. Royse,* Columbia, Ky.
 Helen Schiff,* Terre Haute, Ind.
 Sister Mary Ann Schlegel,* Fond du Lac, Wis.
 Pansy Schleicher, San Antonio, Tex.
 Sister Mary Sebastian,* Milwaukee, Wis.
 Harry J. Seward,* Slater, Mo.
 Irma B. Shepard,* Minneapolis, Minn.
 Ruth Anne Simmermon,* South Solon, Ohio
 Clara L. Smalshaf,* Philadelphia, Pa.
 Bernice T. Smith, Rockport, Mass.
 Ruth Elizabeth Smith, Oklahoma City, Okla.
 Sarah C. Smith,* Washington, D. C.

*Certificate granted by Gregg School.

(Continued on page 332)

My Hobby in Typewriting

"MY Hobby in Typewriting," the last topic taken up for discussion at the Philadelphia Regional Conference, brought forth many constructive ideas. Mr. Ralph A. Jarrard, Girard College, Philadelphia, Pennsylvania, emphasized the necessity for definite maximum requirements in the subject as well as hard and fast standards both in accuracy and speed. In part he said:

Definite Assignments

Most of us have many hobbies and these hobbies change from time to time. There is one of mine, however, which is fixed, and that is with regard to the assigning of a definite amount of work to be done in a given time—that is in a week, a month, a term. These I call minimum assignments. By requiring a certain number of exercises each week, a certain number of lessons each month, a definite portion of the textbook each term, every student in the class has the satisfaction of having accomplished a definite piece of work. Other advantages of this plan are:

1. The class is kept more nearly together.
2. The slow or lazy student is forced to work.
3. There is little or no time wasted in the classroom.
4. The teacher's attention is focused on the student who is in need of the most assistance.
5. The student has no one to blame but himself if his grade is a low one.

A Definite Speed

In addition to having definite textbook requirements, definite speed requirements are also essential. At the end of a given period of time, there should be a minimum speed requirement, which should be attained by every pupil. Those who do not meet the requirement should not be allowed to pass into the next class until the required speed had been met. This could be increased each semester until graduation, when a definite speed again would be required of each graduate. This is not to be a requirement in the mind of the teacher, or merely an ideal, but a hard and fixed standard. If forty net words per minute was required for graduation, thirty-nine words would not do. Having definite textbook requirements and definite speed requirements may necessitate more work on the part of the teacher, but you will be more than repaid for your efforts.

Typewriting a Game

"Typewriting is a game and there is lots of fun in it," said Mr. Sharpless D. Green, Senior High School, Trenton, New Jersey. "When they are tired of 'accuracy tests and stroke intensity,' we play games." It was exhilarating to listen to the talk of Mr. Green.

I try to get all the fun I can out of the teaching of typewriting, and about this time of the year

when we are all fed up on accuracy tests and stroke intensity and one-minute speed tests, we begin to play games. This may sound foolish, but it brings about results.

We have practice sprints and endurance races, counting the speed as miles per hour. We imagine we have a clear road right past the High School, and up the River Road to Washington's Crossing. This is familiar territory, so I use a practice sentence of familiar material for this typing game. The students "tune" up their machines, and at the signal, "Step on it," they speed away for one minute. Each error is judged the same as a puncture, and ten miles is lost while changing tires. Their speed per hour is the net number of words written per minute.

An endurance test is supposed to be over unfamiliar ground and speed is not taken into consideration. I, therefore, use any material and the test is run for fifteen minutes. Car troubles of any kind cause "delays" with the consequent forfeiture of mileage—all under international speeding regulations.

Another game is for "sides" to form, and an imaginary treat is given to the winners, bought with the imaginary ten-cent forfeits for each typing error made by the opposing team.

Individual Attention

The recognition that every student is made up of entirely different emotions, mental capacities, etc., and that, therefore, each demands individual attention and consideration was brought out by Miss Jeanne N. Dever, of the High School, Ridley Park, Pennsylvania. Miss Dever mentioned several hobbies in which she was interested, summarizing in this fashion:

I have several hobbies, the principal one is the recognition of the individual differences of the students. In order to stimulate the interest from the start to the finish of the course in typewriting I give a regular lesson in the text (by the way, I use the RATIONAL) which every student must do. If this work is done perfectly and there are no deductions for incorrect position, etc., the mark given is 80. To secure a higher mark I have worked out a system of "Specials" corresponding to the lessons in the text. These "Specials" consist of words, sentences, etc., designed to increase speed. The number of specials required to make a grade of 99 varies with the month. In September I require 2 specials for one point, in January, 5 specials. By this plan I succeed in getting a tremendous amount of work done, and the enthusiasm never lags.

Another hobby is my speed work. No fifteen-minute test is passed that contains more than five errors. For every error between five and ten, five is deducted. For every error over ten, ten is deducted. Thus, while I lay considerable stress on speed, it profits them nothing without accuracy.

Incidentally, I might mention a few other hobbies, my incessant use of the victrola to develop rhythm, constant drill on correct technique, special plan for conservation of paper supply, and insistence on letters well arranged.

In conclusion, my plan of making an assignment of ordinary length and then providing an outlet for surplus energy has worked very successfully at Ridley Park for the last five years.

New Ideas

Miss Mary E. Logan, Germantown High School, Philadelphia, Pennsylvania, in claiming that utilization of every new idea was her hobby, paid tribute to the Rational Rhythm Records.

My hobby in teaching typewriting has always been the utilization of any and every new idea or device that would aid in the development of this important subject, which I consider the keystone in the arch of commercial studies.

In line with this policy, I have used the victrola and Rational Rhythm Records rather extensively during the past year, and feel that the music aided very materially in securing gracefulness and facility in fingering, and in overcoming that awkwardness in the use of the hands which seemed to have a high correlation with failure in the first term. We used these records for all four grades of work and are continuing the same thing this year.

The "Office" Standard

Mr. Clark V. Mann, secretary of the Philadelphia Business College, in summarizing the discussion, said that the field had been covered so well there really was little left for him to say on those phases of typewriting dealt with by the previous speakers.

One of his hobbies is preparing students to do the kind of typewriting a business man wants and not just copying exercises. For this practical work he solicits catalogs and printed matter from business houses as well as discarded correspondence, which he uses in the advanced dictation class. "Definite assignments from the typewriting book, however, must be completed before promotions are permitted. The typewriting textbook must be completed before our students enter what we term our 'Advanced or 90-word class.' Each student has sufficient time, with three periods a day, to do this while passing through the theory and first two dictation classes in the Shorthand Department."

The complexity of the mental and physical operations in typewriting work was stressed by Mr. Mann in this way:

Transcribing

Have you ever paused long enough in your work to appreciate fully the wonderful thing a stenographer is doing when operating a typewriter, reading shorthand, transcribing, spelling, punctuating, dividing words at the ends of lines and with his mind on the context?

If I could, at this time, offer any encouragement to you who love the subject, I should say "Develop it to its fullest extent." Do not turn your pupils loose in the Typewriting Department with a few explanations now and then and expect them to learn typewriting. Teach it as you would any other subject, but see that what you teach is fully comprehended and retained.

To keep my students who are working on the Theory reminded of the fact that they are preparing

for actual work in a business office I have them transcribe the reading exercise in the Gregg Manual and in Gregg Speed Studies just as soon as they are able to do so. In our senior or graduating class all the typewriting is done on the letterheads obtained from the Gregg Publishing Company in budget form. All the typewriting work in the class preceding the senior class is taken from the Gregg "Three Weeks' Office Practice."

Keyboard Technique

Mr. Rupert P. SoRelle, the vice-president of the Gregg Publishing Company, and author of that well-known textbook, *Rational Typewriting*, to which so many of the previous speakers referred, was asked what his hobby in typewriting was. "Keyboard technique," was his reply. "I believe that if we can get over the idea to the student that proper technique in the operation of the keyboard is the foundation, the basis upon which all future work is built, we shall have gone a long way to improving our instruction in the subject. Just telling the students in the first instance that they sit at the machine, place their hands on the keyboard and hit the keys as instructed in the textbook is not enough. You must not leave them to work out their own salvation. Each step they take in acquiring a knowledge of typewriting must be upon sound psychological and pedagogical truths. The development must be gradual and accuracy of operation insisted upon. If the operation, the manipulation, is correct, the result of necessity must be accurately written copy."

"The student must be given to understand that to typewrite accurately and swiftly is an educational accomplishment, and requires concentrated effort. The habits that he acquires in the beginning stages will be indelibly impressed upon his mind. If these habits are bad they will be very hard to eradicate and, in many instances, under stress of high speed they will lead to inaccuracy. It is therefore essential that each movement whether of finger or wrist should be accurate from the first."

Music Aids

"The learning of the keyboard by such drills as are provided in the Rational book insures close attention to reaching the correct distance from one key to another and gives sufficient repetition drill of each operation to assure the finger's hitting the key with precision. The teacher should, of course, pay close attention to the students as they practice these exercises. The use of music in this connection aids wonderfully, for with it the beginning students can work uniformly, allowing the teacher to deal with each feature systematically and assuring constant progress of the students as they become proficient in each operation."

(Continued on page 352)

EDITORIAL COMMENT

ON SUNDRY TOPICS

Dictation with a Content

IN our editorial last month dealing with "expansion" in business schools, we mentioned the very great opportunity offered by the dictation course, in connection with secretarial work, for the development of knowledge and a broader viewpoint of business.

It does not require a very deep analysis to make us realize that the average young person in a business school possesses very little business background. The most primitive business practice quite often is a thing unknown to him. The whole world of business is more or less of a mystery; it has had no connection with his life, except in an indirect and, most certainly, in a thoroughly uncomprehended way.

Consequently, if we are to send our students out into the business world equipped to function in this world, they must have some understanding of how a business enterprise functions, at least in the most common activities. The secretarial course is intended to give some of this understanding, and along with it power to handle in an intelligent way situations in which secretarial technique is a factor.

How shall we give students this background in addition to the technical skill necessary in their tool subjects? There is one certain way in which much of this knowledge may be imparted in a painless and, at the same time, satisfactory way—perhaps not so good as if the material were presented as definite problems; but it will offer a good working substitute. That is through the medium of dictation.

In taking dictation and transcribing it, the pupil comes in contact with the material several times. In transcribing his notes, he must do a certain amount of thinking in connection with transforming shorthand characters into readable English. If the teacher makes a good selection of such material and gives a directional angle to his objective through stimulating talks, it can be made very valuable, not only as giving the necessary skill

in taking dictation and transcribing it, but in broadening and enlarging his knowledge of business generally. Take, as one example, the book "Business Organization and Administration" (The Gregg Publishing Company). This gives a very easily understood outline of the business structure and the way business is administered. If this book cannot be given a place in the regular curriculum as a subject in itself, it can at least be used in the dictation classes to advantage. There are many other books that offer the same opportunity—economics, economic or commercial geography, and so on.

But how well such a dictation course will actually function will depend largely upon the enthusiasm and the inspirational power of the teacher. If it is given merely as abstract dictation exercises, without connecting it up with the student's business training so that he will understand its value, much of its effectiveness will be lost. Not the least of the advantages of such material for dictation is the fact that it will add enormously to the student's vocabulary—words with which he will have to deal in his business career.

Business letters as a steady diet in dictation are about as uninteresting material as can be devised, mainly for the reason that they are completely detached from their normal setting; they are just a stream of words, that is all, so far as the student is concerned. One reason why they are is that the student does not understand what it is all about.

What for Plates?

WE are constantly searching for suitable material for reproduction in shorthand in the *Gregg Writer*, and while we often receive helpful "tips" from our readers we want to hear what more of you would like to see appear.

To stimulate you to offer suggestions, we

will award a two-year subscription to the *American Shorthand Teacher* to every teacher who sends us, before September 15, material which we can use for shorthand plates in the coming volumes of the *Gregg Writer*.

When you read magazines and newspapers, watch for short articles which would be interesting and useful for your class to read and practice in shorthand. Clip them out and send them to us. If we can use them they will be written and engraved for publication. If not, we will gladly return any clippings you mark to be sent back.

It seems particularly difficult to select suitable stories to use as serials in shorthand—stories short enough (3,000 to 5,000 words) to be completed in two or three issues, as were "The Job Higher Up," and "Signals," the latter just being concluded in the June *Writer*.

If you know of a good article or story for our purpose that is available in book form, just the title, the name of the author, and the publisher is all we need. If the contribution is from a magazine, it will be best to clip it out and send it to us, for back numbers of periodicals are often difficult to secure. Illustrated material, or such as will lend itself to illustration, is particularly desirable.

We know that many of you will do a great deal of reading this summer—remember us while you are doing it!



"**S**HORTHAND Cross-Word Puzzles have done more to impress upon my students the necessity for the knowledge of correct shorthand outlines than anything else I have ever tried," writes one teacher who has been using the new Gregg Writer Shorthand Cross-Word Puzzle book for the past month.

It is surprising to see the sudden interest that the pupils manifest in correct outlines as soon as they begin to do the shorthand puzzles. There can be no questioning the pedagogical value of these puzzles. Aside from their value in extending the English vocabulary they are very much worth while because, in order to solve them, the "puzzler" must know the proper shorthand form for the word. If he doesn't know it, he will, as a rule, make it his business to find out by referring to the Manual and the Shorthand Dictionary.

Wordsigns and other outlines which have

been puzzled over in the attempt to make them "fit" are not easily forgotten. Solving the puzzle containing forty or fifty outlines will do more toward fixing the outlines for those words in the mind than copying the same outline a dozen lines apiece in the notebook.

In order to make them easily available to all classes these shorthand puzzle books are sold for the nominal price of twenty-five cents. Just ask your class if they would like to have them, and see what happens!

ONE way in which enthusiasm is kept high at Utica School of Commerce is through the activities of the C-Y and the Girls' Club, composed of boy and girl students of that school. These clubs hold weekly luncheon meetings, when they are addressed by speakers of note on topics pertinent to business and education. And these meetings are prominently reported in the daily papers! They are worth the space, too, judging by the sample reports of two of the spring meetings sent us by Mr. W. S. Risinger. Edward Fuess, of the Citizens' Trust Company, addressed the C-Y on "Rewards of Savings" on one of these occasions, and the Girls' Club the same day had a splendid talk by Betty Blair, of the *Utica Observer-Dispatch*. The address at the joint meeting of the two clubs (we assume they meet jointly the last week of each month) was on investments, the speaker, Mr. Hugh Smith, of the Utica Better Business Bureau. This was the last of a series of lectures on banking and finance secured by Roy C. Van Denbergh, of the local savings bank, through the courtesy of the Utica Chapter of the American Institute of Banking.

This sort of program keeps the school in constant touch with the business public, and proves as worth-while for the school as for the student-body. School men are more and more realizing the value of cooperation from their brothers in the business field and arranging for such contacts.

OUR readers will be interested to hear that Mr. Richard Schliebner, formerly a prominent speed operator, has returned to the Home Office of the Remington Typewriter Company. Mr. Schliebner has had a varied Remington experience, first as a speed artist and then after his service in France during the World

War as an Accounting Machine demonstrator, and later as a member of the selling staff of the Remington office in Chicago. Subsequently he was transferred to the sales staff of the Remington office in Milwaukee. On March 1, 1925, he returned to the Home Office Educational Department in New York, bringing with him a most extraordinary training and experience. He has a wide following of school friends all the way from the Atlantic Coast to the Rocky Mountains.

Mr. Schliebner's new duties will enable him to renew these old acquaintances and make many new ones, as his new duties are expected to take him to every part of the country.

THE Rotarians have selected many good men and true from the business colleges to administer and guide the Rotary Clubs. In the Far West we find that Mr. M. M. Higley, president of Northwestern Business College, Spokane, is the district governor in Washington; Mr. T. B. Bridges, director of Heald's Colleges, is the district governor in California.

Obituary

C. F. Beutel

WE have but lately learned of the death last January of Mr. C. F. Beutel, who has conducted the Beutel Business College at Tacoma, Washington, since 1905. He had been in good health up to Christmas time, except for a growing deafness which it was thought could be relieved by removing his tonsils. Following the operation, however, an abscess developed on the lungs, causing his death within a month.

Mr. Beutel was a man of high ideals and had, during his twenty-one years at Tacoma, won high esteem in his community. Students, now men and women, often called at the office for counsel; they knew they could come to him as friend, father, or counsellor.

Three and a half years ago, Mrs. Flavella Spike, then completing her seventh year in his teaching corps, was taken into partnership with Mr. Beutel and became identified actively with the management of the school. She is continuing the business, purposing to keep up the same high standard of efficiency and service to both students and business public established under Mr. Beutel.

Accuracy Tests

By Floyd J. Hosking

Buhl, Minnesota

TECHNIQUE, accuracy, and speed are the three most important factors to be considered in the teaching of typewriting. Practically every teacher has his theory or method as to how these elements should be presented in the classroom for the attainment of the best results. In case of technique, teachers differ, for example, as to the proper method of presentation, position at the machine, and the fingers on the keyboard.

"Forcing" Accuracy Futile

The problem of teaching accuracy is a difficult one. Many teachers force habits of accuracy through correctness of position; others require perfect papers. Depending upon correct position for accuracy is inadvisable because more than correct position is required. Concentration is necessary. Asking for perfect papers is a questionable method to obtain perfection. Even the penalty of fifty strokes per error usually fails to impress upon the student the need of flawless work.

Develop Accuracy Along with Speed

In the cultivation of speed the students compete with one another upon the basis of words per minute. Why not have the students compete on the basis of words per error to develop accuracy?

Immediately after the students have acquired the beginning technique and memorized the keyboard, they should be impressed with the idea of perfection by accuracy tests upon combinations, words, sentences, and paragraphs. Tests held daily upon material of increasing difficulty will create accuracy and concentration. The tests can gradually be increased from two minutes to fifteen minutes in length.

Handling Test Papers

Immediately after the test is given the papers should be clipped together and the time given to the test written upon the top sheet. This will aid the teacher if he has beginning and advanced classes. On analyzing the papers, the teacher should mark every mistake in such a manner that the student can see his error. At the bottom of



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the sheet the number of words written and the errors made should be marked in a rather distinctive manner, for example, with a blue correcting pencil. To arrive at the number of words written per error, divide the number of words written by the number of errors. This result should be put in red, or some other distinctive color. Comments may be written upon the students' papers as to their progress and the nature of the errors. Students who write less than 10 words per error should be disqualified. Later this barrier can be raised to 20 or 30 words per error.

The students' records should be put next on a compilation sheet for bulletin board presentation. The students can see how their advancement compares to the advancement of

others. Other bulletin board sheets may consist of "Best Accuracy of the School" and "Best Daily Accuracy Record."

Competition will keep the students on edge all through this stage. Accuracy will become to them a byword. They will do no typewriting unless it is accurate. They will talk accuracy in and out of school. The teacher can add fuel to the flames by complimenting certain students for a meritorious piece of work or a new record. Incidentally, with the increase in accuracy, there will also be an increase in speed. Under a time limit, sooner or later, the students will realize that if they write more words per minute and write them accurately, they will have written more words per error.

Have Your Students Renewed Their Gregg Writer Orders?

They will need its help more than ever before as they leave the classroom for the business office. Give them the benefit of your school rate for another year by "clubbing" the graduates before school closes this month.

Your Professional Magazines



By Florence E. Ulrich

Editor, Art and Credentials Department of The Gregg Writer

THE rapid evolution of ideas in the field of commercial teaching in recent years has nowhere been more pronounced than in the shorthand field. One of the most noticeable changes that has taken place is the introduction of such incentives as contests, prize awards, credentials, and the like, and in order to meet the increasing demand for these recognitions of successful accomplishment, the educational department of the Gregg Publishing Company for many years has been cooperating with teachers and schools by supplying certificates and medals.

Many years ago, the *Gregg Writer* conceived the idea of promoting greater efficiency in shorthand writing by supplying incentives for the students and teachers in the form of a series of honors and awards to be won along the road to shorthand and typewriting skill. The tests that are used, while simple in requirement, are standardized so as to measure accurately the work that the students are doing, and the standards thus established are required by many hundreds of schools throughout the country for promotion and graduation.

The "Interest" Problem

By reason of the many social activities and diversions claiming the attention of the student of to-day, he is apt to lose track of the goal that he set for himself when he entered the shorthand and typewriting classes, and he will slump in his work. This means that one of the biggest problems with which a teacher must cope is arousing and sustaining interest. If she takes advantage of the natural play element found in her youthful students, the matter of sustaining interest will automatically adjust itself. Contests are important for that reason, because contest spirit naturally predominates in youth, and teachers everywhere are using that means of appealing to the students. Wonderful work has been done by contests, not only in creating and re-creating enthusiasm but in raising shorthand and typewriting efficiency as well. Just read the comparative records made in typewriting and shorthand speeds during the past ten or twenty years! So well recognized is this value by leading educators that more than thirty state contests are held annually, and

a movement has already been made to standardize the material used.

Typewriting material has already been standardized by means of the J. N. Kimball tests, and the Gregg Publishing Company is called on almost exclusively to supply the material for the shorthand tests.

How We Help

It took years of experience in commercial teaching, a great deal of research work in comparing results, to establish a standard measurement test, and years to come will find the good work continued through the natural medium of the *Gregg Writer* and the *American Shorthand Teacher*. Thousands of commercial teachers already have become acquainted with these two professional magazines, and tell us that they would not be without the assistance of these two of the most faithful helpers to be found in the teaching field. Why? Because not only do these magazines supply material for dictation purposes, written in shorthand in the *Gregg Writer*, with the counted key supplied in the *American Shorthand Teacher*, but each issue contains meaty articles on every phase of commercial education, written by many of the best-known educators of the country, giving the methods that have been evolved in the minds and from the experience of leaders in the commercial teaching world. The *American Shorthand Teacher*, especially, presents discourses on teaching topics of vital interest to every teacher of shorthand, typewriting, and allied subjects. Reports of teachers' conventions, with summaries of the addresses made, stimulating comments by the editors, personal notes from the teachers and about their schools, notes and dictation material counted and marked for the convenience of the dictator, and, last but not least important, a precise lesson on class drills in penmanship, are among the most noteworthy features of this valuable magazine—what is more, fresh and new material is supplied each month!

Let Students Work

As one well-known educator puts it: "The reason why many teachers do not get as good results as they want to get and ought to get,

is because they do all of the work, and leave nothing for the students to do." Well, isn't that true? How many of us have visited a classroom and discovered the teacher giving long discourses on how this should be done, and how that should be done, when better results could have been obtained by utilizing the greater part of the recitation period in keeping the students *doing* what needs to be done. Good shorthand writers are not made by lecture courses, but they are made by reading and writing shorthand.

Inspiration

Do not be afraid that your students will overwork! They won't. They like to work up their own perspiration and it is better for them, but what you must do is to supply the necessary inspiration. How? Well, one teacher says: "One of the greatest blessings that has been bestowed upon the shorthand teaching fraternity is the coöperation of the Art and Credentials Department of the *Gregg Writer*. This department is the main source of my enthusiasm and furnishes the incentives that stimulate my students to greater effort and a better appreciation of good work. Although I use all of the other departments in the magazine, because they are invaluable, this one department alone is the key to my success."

The Gregg Writer Credentials

If you do not know about the work done in the Credentials Department, you must learn about it. The encouragement that you will get from it will enable you to do result-getting work, while preserving the enthusiasm and vitality that you otherwise would have to consume. The function of the Art and Credentials Department of the *Gregg Writer* is to furnish teachers with incentives for the students in the form of a series of honors and awards to be won along the road to shorthand and typewriting skill, and to give you standardized material to measure the work you are doing with the work of other teachers in other schools. If you will use them you will have cause to worry less and accomplish more. Write for a copy of the new Credentials Booklet, at the same time asking for specimen certificates that the Credentials Department issues.

Do You Use Them?

Thousands of teachers are using these credentials each year, and are taking part in the various contests that are conducted by the department. Hundreds of thousands of students have been inspired and rendered more efficient by reason of qualifying for the awards. Have your students been among them?

Class Drills on the June O.G.A. Test



THE O. G. A. test for this month is comparatively easy to write, but it contains some words that are not used as frequently as others. For that reason we are giving you the entire copy.

to stress the size and formation of the small curve *s*. It is written with a short, quick curve regardless of the combination in which it appears. It should have the same slant as the other strokes, and be uniform throughout. After emphasizing these facts, pick out such words as *speaking*, *produce*, *thus*, *because*, *words*, and any of the others that you wish to drill on.

The S Curve

You may find that you can get better results if you will pick out groups of words embracing the phase of shorthand writing that you wish to emphasize, and practice them one at a time. For instance, suppose you want

Hook Vowels

After that you may wish to stress the fact that the hook vowels should be made deep and narrow. Choose simple words in the copy having the hook vowel, such as *do*, *most*, *pro*-

O. G. A. TEST COPY

(The following is a
sample of the
writing of the
O. G. A. member
for the purpose of
testing the
writing of the
member. The
writing is in
the O. G. A. style
and is written
on a piece of
paper which is
the same as the
paper used by the
O. G. A. members.
The writing is in
the O. G. A. style
and is written
on a piece of
paper which is
the same as the
paper used by the
O. G. A. members.)

duce, thus. Words that you repeat, like *produce*, serve as a review of points previously made while taking up the new.

The phrases to be found in the copy are important and should not be neglected.

Criticism of Notes

In all of the practice, check not only the qualities of writing that can be determined by a general survey of the specimen, but the qualities that can be determined only by a careful study of the individual outlines. Call attention to the outlines that show more clearly the writer's peculiarities, weaknesses either in formation, movement, slant, methods of joining, size, proportion or spacing—these are the chief elements of a good style of writing. The time to build good shorthand writers is at the beginning of the very first lesson of the Manual, but if this has not been done, much can be accomplished now by using the O. G. A. Membership Certificate as an inducement for the students to acquire a better style.

A good many new teacher members have been taken into the O. G. A., and we hope that all of the new teachers just entering the field will become members too. All you need to do is to write the O. G. A. copy in your best style of shorthand, and submit it to the editor. No fee is charged for this service to teachers. Want to join us?

Drill for Continuity

After you have practiced and drilled on the separate words of the article, dictate groups of two or three sentences. Insist that the students use the get-away stroke at the end of characters. The fade-out line or the get-away stroke at the end of characters is the natural result of thinking ahead, and if you have trouble in getting your students to do this, you might try the experiment of dictating an entire sentence before permitting them to write any of it, and then ask them to write it down as fast as they can. Keeping a few phrases or an entire sentence ahead of the students in dictation soon will break them of the habit of finishing each character with the pen on the paper.

Another method is to give a digit writing contest of one minute's duration. The students invariably will use the get-away stroke on the digits, and you can clench your argument for the same kind of strokes in shorthand.

Teacher O.G.A. Certificate Winners

Vera L. Sturgin, Masillon Commercial Institute, Masillon, Ohio
Sister M. Teresa, St. Mary's Seminary, East Providence, R. I.
Eleanor L. McNamara, High School, Ansonia, Conn.
Margaret B. Scott, High School, Exeter, Calif.
Lloyd Bumgarner, Community High School, St. Francis, Kans.

Hazel Quick, Banton High School, St. Joseph, Mo.
Sister Corda, St. Mary's High School, Bismarck, N. Dak.
Mrs. O. A. Brown, Vandalia High School, Vandalia, Ill.
Grace A. Griffin, Drury High School, North Adams, Mass.
Olene C. Johnson, High School, Stewartville, Minn.

Teacher O.A.T. Certificate Winners

Vergil Young, Cyprus High School, Magna, Utah
Anna M. Carlson, Ishpeming High School, Ishpeming, Mich.
Isabelle Walker, East Intermediate High School, Jackson, Mich.

Sister Mary Florian, Notre Dame School, North Adams, Mass.
Inez Ahlering, Reitz High School, Evansville, Ind.
Sister M. Devota, Sisters of St. Benedict, New Munich, Minn.
Leda Allen, Cyprus High School, Magna, Utah

To "Pep Up" Your Class

Try the Gregg Writer Cross-Word Puzzles

A 64-page book of these puzzles can now be supplied at 25 cents.

Special Summer Courses at University of Chicago

AFTER our Directory of Summer Schools was on the press we received from Dean Spencer details of the offerings of Chicago University this summer. Among the many subjects scheduled, he calls special attention to the following as being of particular interest to our readers:

298. *The Teaching of Accounting in Secondary Schools.*—It is the purpose of this course, (1) to consider the aim and purpose of accounting in general and of a high-school course in accounting in particular, (2) to present the principles of accounting which are of most service to the high-school instructor, (3) to familiarize the student with the more important literature of accounting and bookkeeping, (4) to discuss the subject-matter suitable for a high-school course, (5) to discuss the methods of presenting this subject matter to high-school students. Mj. 9:00, Assistant Professor McKinsey.

396. *The Teaching of Stenography and Typewriting.*—A course for those who wish to prepare themselves to teach stenography and typewriting, and for those already teaching who wish to render their instruction more effective. A critical study will be made of different methods used in presenting the theory of shorthand and the technique of typewriting. Among other topics discussed will be the educational values of stenography and typewriting; the psychology of stenography; the psychology of typewriting; development of style, accuracy, and speed, grading, interscholastic tests, and certificates and diplomas; coordination of the commercial department with the academic department; stenography and typewriting in the junior high school. Prerequisite: a knowledge of the theory of shorthand and the theory of touch typewriting. DM, First Term, 2:30-4:30, Miss Brewington.

398. *The College Curriculum in Accounting.*—It is the purpose of this course, (1) to consider the function of accounting and the relation of accounting to business administration, (2) to discuss the purpose of the college curriculum in accounting in various types of institutions, (3) to consider the organization, content, and presentation of the accounting courses with particular reference to the first year course, (4) to familiarize the student with the organization and nature of the courses offered by typical institutions.

Prerequisite: one year in accounting or consent of instructor. M. First Term, 10:00, Assistant Professor McKinsey.

Political Economy 293. Teaching of High School Economics.

Political Economy 294. Materials for the High School Business Course.

Political Economy 130A. Teaching of Marketing in High Schools.

Political Economy 130B. Teaching of Finance in High Schools.

Education 204. Methods of Teaching in High Schools.

Education 206. Introduction to the Psychology of Junior and Senior High School Subjects.

Education 364. The Use of Tests in Improving High School Instruction.

There are also a number of interesting courses in business organization and procedure, auditing practice and procedure, business law, and production, particularly interesting to any of our readers planning to enter the business field. Announcements of the Summer Quarter with descriptions of these and other courses may be obtained upon request.

Nebraska School of Business and Lincoln Business College Consolidate

CONSOLIDATION of interests, whether large or small, is quite the order of the day. Both in business and in education the truth of the old maxim, "In unity there is strength," is being exemplified more and more in our twentieth century existence.

Parallel in thought comes the interesting announcement of the combining of forces of two well-known educational institutions—The Lincoln Business College and The Nebraska School of Business, Lincoln. For many years these schools have been energetic standard bearers in the field of commercial education. Within the period of their existence multitudes of students have received enlightenment in the principles of business, as well as in the business of teaching, many of them now being numbered among the leaders in business, professional and social life. The rise to the present state of usefulness and

influence enjoyed by these schools is the more significant because of the pronounced tendency in their immediate community to higher education—an influence exerted by two of the most popular universities.

Under the new organization, to be known as the Lincoln School of Commerce, Mr. T. A. Blakeslee will be president, while Mr. W. A. Robbins will assume the duties of business manager and secretary. Mr. W. N. Watson, whose name is synonymous with the Lincoln Business College, plans a rest from active school administration. Much to the delight of his many friends, it is reported that private school interests generally will not be without his wise counsel and seasoned judgment.

Hearty congratulations and best wishes are being extended to the genial gentlemen directing the destiny of the new organization.



New
President
for
1925-26

W. D. Wigent

Convent of

Central Commercial Teachers' Association

Des Moines, Iowa, April

Report by L. I.

NEARLY fifty school managers from Iowa and surrounding states met at Hotel Fort Des Moines to discuss matters peculiarly of interest to themselves the day before the gathering of the Central Commercial Teachers' Association.

"Managers' Day"

From the first it was a most interesting discussion, for, being men of business, they got right down to business. Mr. George E. Spohn, of the Capital City Business College, Madison, Wisconsin, led out with the question: How Much Accounting and Business Administration is it Feasible to Teach in the Private Commercial School? He said that from one to two years of such work can be well done in the larger schools in the larger cities, but in smaller places it is difficult to have classes large enough to teach economically. There was much discussion pro and con which showed that there is a great divergence of opinion on this subject. Many seemed to feel that the business college should leave this work for the university and hold to what is generally conceded to be the province of the business college.

"What Per cent of the School's Gross Income Should be Spent for Advertising and Where Should it be Spent?" brought forth a lively discussion. Mr. E. D. Widmer, of the Wausau (Wisconsin) Business College thinks that about 30% to 35% in total should be so expended. Others said that 20% to 25% is enough. Some advocated the direct mail route, through good circulars and school journals; Mr. G. E. Nettleton, of Sioux Falls, is strong for personal letters and country newspapers, he follows up the high school graduates and also the teachers who may want to change their vocation. Mr. Henry Holm, of Gregg School, Chicago, suggested that if the average school would spend as much money decorating and furnishing the school as they do in printing pictures of the outside and thereby make the school equal to the anticipations of the student, it would be more productive. Mr. E. B. Lyon of Bayless College, Dubuque, Iowa, has coöperated with the Commercial Club and induced it to print an Educational Directory featuring all



of the Teachers' Association

April 9-11, 1925

Bruce F. Gates



Past
President
for
1924-25

Rusmiser

the schools and thereby placing the business college at par with the rest and has found this very effective.

Mr. B. F. Williams, of the Capital City Commercial College, Des Moines, is rather doubtful if the average business college is getting its share of the increased attendance that other educational institutions are now enjoying. He thinks that in the high school and college emphasis is placed upon everything but education, that there are diversions of all kinds, athletics, oratorical and other contests, social affairs of every description. He read letters that he has received from many large universities and colleges answering his question "Why Do Students Attend Your School?" and summarizing them all it seems that most young people attend college because it is the fashionable thing to do, and then they have the various attractions and that just enough attention is given to studies to get by. Since the business college has none of these things and has no time for them, the course is only attractive to those

who have to make their living and have no time to waste.

"How Many and What Extra Curricular Activities Should the Private School Foster?" was ably handled by Mr. W. R. Hamilton, of the Business University, Mason City, Iowa. He has parties at various times, literary societies and has attempted athletics but not with the best success on account of the difficulty in keeping the stars in school long enough. A number of teachers took part in this discussion, some suggested that birthday parties can be given with success, one a month for all whose birthday comes that month. The other students take part freely because their own party is coming a few months later.

One manager suggested that he has made arrangements with the local theatres to have the students secure a block of tickets at reduced rates for once a week, then the whole school enter together, give yells, etc., and carry banners and sit together, continuing their demonstrations between acts.

Mr. M. N. Watson, secretary of the National Association of Accredited Commercial Schools, gave an address in which he described a tour of inspection which he has re-

cently taken through the Northwest and California. While time forbade him to mention all schools, he did point out the leading characteristics of the accredited schools in Denver, Salt Lake, Butte, Spokane, Portland, Seattle, San Francisco, Los Angeles, and other places. He characterized the schools in the main as being of the highest grade, as doing good work and prospering. He mentioned that the successful business college of to-day is more than it has ever been before, that the courses are longer, the work more thorough and more subjects are mastered. He also stated that standards for graduation are higher by far than they have ever been before. It was a most interesting talk concluding a most interesting day's program, which was too extended to report in detail here.

Business Round Table

Mr. L. M. Wold, of the Cedar Rapids Business College, presided at this section and did it with much vigor, taking part in many of the discussions and pushing them to a successful climax.

Mr. W. M. Bryant, of the Lincoln School of Commerce, made one of the best talks of the meeting, which showed that he is master of the subject. He aims to teach students to avail themselves of the law rather than to evade it, and uses many illustrations in his work to stimulate discussion. He referred to the use of Problems and Questions as a great incentive. Mr. W. B. Barger, Mr. C. R. Stewart, Mr. C. D. McGregor, and Mr. P. B. S. Peters joined in the discussion, suggesting that pupils should be taught to avoid litigation, consult a lawyer whenever in doubt; that the prime object of teaching the subject is to teach the student to be extremely careful at all times.

Miss Mary Champion, of the Capital City Commercial College, discussed Penmanship in all its phases. Being a master of the art and author of a system of writing, she was completely at home and gave many valuable suggestions to other teachers. She discusses with her students at the beginning the object of learning to write, explains that it is an asset in business, and always gives the why and wherefore when assigning copies to be mastered. She advocates a series of awards and uses contests whenever possible. These inspire interest and cause pupils to strive for perfection.

Mr. B. O. McAdams, of the Burlington High School, discussed the handling of a beginning bookkeeping class. He correlates the work with arithmetic and penmanship and strives for perfection from the start, gives reasons for everything, supplements and ex-

plains the text and does much blackboard work, handling the classes collectively. Rather than have students follow the routine of working out clerical drills and sets, he explains the practical value of each transaction and visualizes that phase of it.

Mr. C. C. Crawford, of the Abraham Lincoln High School, Des Moines, discussed Machine Bookkeeping. The practical value of this instruction, considering the cost of the equipment, he seemed to doubt. However, when it is possible he thinks that the work can be done with success, the greatest difficulty being that it must be largely individual and therefore expensive, as multiple equipment is generally prohibitive. Others joined in the discussion, but all seemed to agree in the essential points brought up.

General Sessions

On Friday morning the Association was given a cordial welcome by Mr. John Hammill, Governor of Iowa. In the course of the address it was declared that "there are no problems that cannot be solved by education. Education pays and always has paid. It is the greatest asset that a man or woman can possibly possess. The promotion of intelligence is the first element of good government."

A fitting response was made by Mr. H. H. Hunt, of the Central Iowa Business College, Marshalltown, in which coöperation was the keynote. Mr. Hunt believes in a comparison of standards, with the thought that in a larger sense the private school, no less than individuals, can live or die unto itself.

A lesson in business through the medium of geography was a number courageously and successfully undertaken by Mr. Harvey Ingam, editor of the Des Moines *Register-Tribune*. From the premise of our early colonial situation, Mr. Ingam cited some of the complications in commerce in that period of our existence. As commerce grew and inter-relations among the groups became necessary, a unification plan to promote the peace, prosperity, good will, and the well-being of our institutions was imperative. To restore fully the commercial relations of the world to-day is not far remote, in Mr. Ingam's judgment, if our early problems are now interpreted and acted upon in the interest of the nations as a whole.

Concluding the morning session, Dr. John W. Million, president of Des Moines University, gave an interesting discourse on "Opportunities and Responsibilities of the Teacher." In the appraisal of a 100% teacher, Dr. Million places character, personality, and willingness to serve as important criteria. In the defining of character Dr. Million quoted

Philippians 4:8 as the best single compact statement of the constituents of a character which will meet all demands in all ages and everywhere and with no apologies.

"Personality," said the speaker, "is the ensemble of personal appearance—the head, the body, together with the impression that it makes. Perhaps we can get at this better by illustration. Close your eyes and think of Theodore Roosevelt as he appeared on the platform and in action and you will behold a personality. Now take Woodrow Wilson and you behold another. Lloyd George, another. Samuel Gompers, another."

Shorthand Round Table

Mr. W. H. Indra, West High School, Waterloo, presided at the Shorthand Round Table. The first speaker was Mr. Barney Stapert, the World Amateur Champion Typist. Emphasis was placed upon the growing importance of concentration and accuracy as the inseparable companions in achieving success in typewriting. In the development of his talk Mr. Stapert wrote at various speeds, leaving no doubt in the minds of his hearers as to the soundness of his advice. In illustrating the fact that the subconscious mind may be made a trusty servant, practiced matter was typed at remarkable speed while the capitals of the different states were being recited.

"Minimum Standards in Shorthand and Typewriting" was discussed by Miss Mary Horner, Gates College, Waterloo; Miss Hattie Cook, Cedar Rapids Business College; E. B. Lyons, Bayless Business College, Dubuque; and Mrs. Clara Lanning, Iowa Success School, Ottumwa. It was the consensus of opinion that no standard should be recognized below 80 words a minute in shorthand and 40 words a minute on the typewriter. As a reasonable rate of speed for transcription from notes, 25 words a minute was uniformly accepted. The thought was advanced by Miss Horner "that no class should be recommended for graduation upon passing a single test. Far more desirable is the plan of giving several tests so as to make sure that the graduation standard can be maintained."

Mr. Lyons offers two hours of stenographic work as a basis for graduation. This, it was pointed out, would be representative of a good tryout in the business office where a certain number of letters are dictated and where the returns must be commercially acceptable.

Miss Cook also delivered a brief address on "How Much Arithmetic Should Stenographic Students Be Taught?" In her opinion, the important consideration is how much *can* be taught. The curriculum for the stenographic department being filled with sub-

jects contributing to the immediate progress of the would-be secretary, it was not considered essential to include arithmetic instruction. Although as an important subject it has its value to the shorthand student, the sentiment was that it properly belongs to the bookkeeping department.

Business English was considered in a paper read by Miss B. R. Craig, Gates College, Waterloo. "Result getting," declared Miss Craig, "is not confined to the teacher's efforts. Neither can it be finished at school. We can, in some tactful way, get each student to realize his mistakes in grammar and train his ear to hear them. By working on one thing at a time, his gravest faults can be eliminated and he will thereby acquire that confidence which comes from the use of correct English. To secure results from the slower or weaker students, I would emphasize first of all the creating of a desire for better English, the habit of self-correction, the training in the effective use of the dictionary, the arousing of the desire and ability of each student to enrich his vocabulary, together with constant drill on the weak points in the light of practical, everyday English."

Salesmanship

Quite naturally the subject of salesmanship was given a prominent place on the program. The discussion was ably presented by Mr. Jay W. Miller, vice-president of the Knox School of Salesmanship. Reduced to a summary, Mr. Miller's message follows:

The salesmanship teacher should have a genuine liking for his subject. He should be a good mixer. He should have had some actual selling experience or should acquire it at the first opportunity.

Every salesmanship teacher should keep a "scrap book" divided into sections corresponding to the chapters in the basic text. Editorials and articles from newspapers and magazines, placed in the scrap-book, will be a gold mine of illustrations and examples for the enrichment of his teaching.

The salesmanship course can be vitalized through putting on a number of actual sales with real money involved—both in the presence of the class and as laboratory work on the outside. Advertisements for the school paper, campaigns for athletic memberships and innumerable other school activities can be utilized profitably by the salesmanship class. Illustrations of good and bad salesmanship in local stores should be searched out by the students and presented to the class.

The teacher must not only sell his services but he must sell his educational program to the community. The teaching and studying of salesmanship will enable him to do both in a more effective manner.

"The Making of a Man" was the subject of an inspirational address delivered by Dr. Kellum, noted lecturer and evangelist. "Good teaching is fundamental," said Dr. Kellum. It was pointed out that if this realization exists in all types of educational institutions, many of the causes of crime would be eliminated. Education is one of the greatest

agencies in the world, but that education, to be fruitful, must give consideration to the spiritual as well as the mental and physical.

Entertainment

The entertainment features of the convention were most attractive and might well invite emulation by larger educational bodies. If an "entertainment register" is ever devised, the first entry therein will be Des Moines. Nothing was spared by way of talent, time, or genius, in making the banquet and luncheons of a high order. When the Chamber of Commerce, the commercial departments of the private and public schools actually "close shop" to assume the role of host to educational groups, no exploitation of the imagination is required to see that education is paramount.

The leading banquet number was the famous address on "Husbands and Wives" by Douglas Malloch, whose "Lyrics of Life" appear daily in hundreds of newspapers. Sound advice, interspersed by verse of the most exquisite kind, held the audience in complete "captivity" for nearly two hours. At one moment the older of the younger maidens present were tendered silent expressions of sympathy, while the next moment old bachelors were a positive menace to society—unmistakable subjects for exile on some far-distant isle. The outcome, of course, was a

happy one, in that the last arguments in favor of "single blessedness" were completely silenced.

Friday's luncheon was also a bright spot in the convention. The principal address was delivered by Mr. Chelsa Sherlock, author and novelist, employing "Genius" as his theme. In defining his subject, Mr. Sherlock declared "Genius never reproduced." It is an individual matter to be worked out by infinite care and patience. The hour with Mr. Sherlock was uplifting, employing, as he did, graphic descriptions of authors who were composers and song writers. His illustration depicting the lives of John Howard Payne, who wrote "Home, Sweet Home," Stephen Collins Foster, who composed "My Old Kentucky Home," and Edgar Allan Poe, author of "The Raven," were particularly inspiring and long to be remembered.

The president of the C. C. T. A., Mr. Bruce Gates, presided over the sessions in a very able manner. Resolutions were adopted commending his leadership and the quality of the program. In the business session the following officers were elected for the coming year:

President, W. D. Wigent, Chicago
Vice-President, Mrs. Janet Biller, Roosevelt High School, Des Moines, Iowa
Secretary, G. W. Puffer, Fountain City Business College, Fond du Lac, Wisconsin
Treasurer, R. M. Phillips, Capital City Commercial College, Des Moines

Teachers' Certificates

(Continued from page 316)

Lila May Snodgrass,* Robinson, Ill.
 Ethel Stiles,* Lima, Ohio
 Wippert A. Stumpf,* Elgin, Ill.
 Catharine M. Tarro,* Spring Valley, Ill.
 Charlotte J. Trout,* Franklin, Ind.
 Helen B. Tubbs,* Arthur, Ill.
 Cornelia Elizabeth Varney, Auburn, Maine
 Ruby R. Wadleigh,* Vancouver, British Columbia
 Alice L. Ware,* Chicago, Ill.
 Florence Evelyn Watson,* Duluth, Minn.
 Murray H. Watson, Lisbon, N. H.
 Mary Etta M. Weaver,* Moundsville, W. Va.
 Amy Frances Webster,* Aurora, Minn.
 O. R. Wessels, Cedar Falls, Iowa
 Helen Wilder,* Grand Forks, N. Dak.
 Jane C. Williams, Dallas, Tex.
 Lois E. Williams,* Greeley, Colo.
 Ruth A. Williams,* Greeley, Colo.
 Pearl Wilmot,* Virginia, Minn.
 Belle Wilson,* Portland, Oregon
 Loree Wilson, Holliday, Tex.
 Serene Winness,* Portland, N. Dak.
 Florence Harper,* Roseville, Ill.
 Mildred Delight Harper,* Athens, Ill.
 Regina H. Hatch, Old Town, Maine
 L. L. Hawk, Toledo, Ohio
 Irma Mabel Heins, Dubuque, Iowa

*Certificate granted by Gregg School.

William J. Hessler,* Lorain, Ohio
 Inga Helen,* Big Lake, Minn.
 Ruby Hickman, Oklahoma City, Okla.
 Violet Witt,* Butler, S. Dak.
 Lillian M. Wolin,* Independence, Iowa
 Dorothy D. Wright, Beverly, Mass.
 Jessie M. Yuill,* Warren, Pa.
 Frances L. Young, Westerly, R. I.
 Dale M. Zeller, Upper Sandusky, Ohio
 Mable J. Anderson, Lake Mills, Iowa
 La Verne R. Armstrong, Fort Wayne, Ind.
 Francena Bailey, Nashville, Tenn.
 Edna L. Barth, St. Louis, Mo.
 Clymenia Bartholic, Dwight, Ill.
 Kathleen Belcher, Atlanta, Ga.
 A. Louise Bradley, Boulder, Colo.
 Mildred R. Bretz, Wheelersburg, Ohio
 Burt M. Bromley, Brentwood, Md.
 Harriet Brosman, Meriden, Conn.
 Leila E. Carroll, Burns, Oregon
 Isabelle Carter, Nashville, Tenn.
 Norma Marion Cocke, Clarksville, Tenn.
 Bertha Mahree Conley, Albuquerque, N. Mex.
 Lena Cook, Mountain View, Okla.
 Helen C. Dempster, Geneva, Nebr.
 Florence M. Downey, Meriden, Conn.
 Olivia Eloise Dunlop, Nashville, Tenn.
 Mrs. Mattie Lash Eskew, Lebanon, Tenn.

(Continued on page 352)

Twenty-seventh Annual Convention
of the
Eastern Commercial Teachers' Association

Philadelphia, April 9-11, 1925

Officers for 1925

PRESIDENT: Frank A. Tibbetts, Dickinson High School, Jersey City
VICE-PRESIDENT: John A. Luman, Peirce School of Business Administration, Philadelphia
TREASURER: A. M. Lloyd, Bank's Business College, Philadelphia
SECRETARY: Seth B. Carlin, Director Commercial Education, Rochester, New York

EXECUTIVE BOARD

Milton F. Stauffer, Dean, Temple University, Philadelphia
Alexander Pugh, High School of Commerce, New York City

FOR attendance, enthusiasm and interest the recent Philadelphia Convention will undoubtedly be long remembered. It was held in the new Benjamin Franklin Hotel during Easter Week, and from the invocation to the transfer of the gavel by President Jacobs to the new president, it was full of suggestions and discussions of genuine value to the commercial teaching fraternity. With over seven hundred in regular attendance, the convention probably ranks as the largest of any commercial gathering.

On Thursday afternoon, April ninth, the convention was welcomed to the City of Brotherly Love by Dr. Thomas W. Davis, statistician of the city. Dr. Davis paid tribute to the teacher of commercial education and in the name of the city offered its hospitality to the teachers attending.

Response was made by Dr. Cheesman A. Herrick, president of Girard College, Philadelphia. Mr. Edward P. Bailey, president of the National Airoil Company, contributed an interesting address upon "The Abuses of Commercial Credits," and Mr. Harry Loeb Jacobs, president of the Association, in a constructive address, told of the progress of commercial education, and made several important recommendations to the convention.

President Jacobs' recommendations included: Broader courses; uniformity in fundamental courses; higher standards for qualification for diploma; better trained teachers; closer articulation of business schools with other educational institutions; closer contact of business school men with business and research work conducted by the Association.

"One of the most interesting developments in our field of education," said President Jacobs, "has been going on during the past

few years. We have seen the conventional business school courses broaden in a most significant way. The program that has been prepared for this meeting is evidence of this. Schools that formerly gave but a few courses, such as shorthand and typewriting and bookkeeping, have included in their curriculums many other collateral subjects for which there is a demand, and for which they have the facilities for teaching effectively. The private school has taken the initiative in this, and schools that formerly adhered closely to what might be termed the "clerical" courses have so broadened the field of their educational activities that they have included courses which develop analytical and managerial ability. Indeed, some of them have been granted the privilege of conferring degrees. This work on our part is already under way, yet at the same time I believe that greater emphasis still must be placed upon it, and agencies discovered for carrying on the necessary research and co-operative work that will make the attainment of our objectives certain.

"I believe that much of the work can be carried on more effectively by the Association than by individuals—although individual initiative is needed here as it will always be needed in the advancement of any cause. Many of us are too engrossed with the details of our schools—administrators, in seeing that the school functions properly; proprietors of private business schools, in building up their business as well as in administering the school educationally; teachers, in instructing their classes and taking care of the manifold duties connected with their work. The object of this Association, as I see it, is to do some of this work. It has the machinery ready at hand. It needs only the proper motivation and organization to put the process to work."

The Banquet and General Meetings

MORE than six hundred teachers and commercial educators sat down at the banquet on Thursday evening to listen to a program of unusual interest. Upon the completion of the menu, Mr. Galvin O. Althouse, of Central High School, Philadelphia, toastmaster for the evening, started the proceedings off in a happy mood. As the first speaker, he introduced Dr. Edward J. Cattell, of the Philadelphia Chamber of Commerce, a noted orator. Dr. Cattell, in an inspiring and humorous address, spoke on the joys of living. He has himself had much experience, having reached a ripe old age—"gracefully" as one of the speakers noted. The opening of the mind through education and the "livableness" of life were the themes of his address.

Another speaker of national reputation on the program was Ralph Parlette, of the Parlette-Padget Company of Chicago, who, in his unique method of presentation, held co-operation to be the saving grace of civilization.

Mr. E. H. Norman, of the Baltimore Business College, spoke of the ideals of commercial education. From a background rich in personal experience with the best in commercial education, Mr. Norman made an impressive argument for placing commercial instruction and competition, among private schools in particular, upon a high plane.

At the final meeting of the conference, the convention was treated to a remarkable and inspiring address by Dr. Russell H. Conwell, president of Temple University. Dr. Conwell made a stirring plea for the recognition of commercial training. The graduate of the business course, he said, should be the equal of a college student in any other educational institution of the world. "And in five years, we can do it," he added.

Dr. Herbert W. Hess, professor of Commerce of the Horton School of Finance, University of Pennsylvania, spoke eloquently

upon the vision of the commercial teacher. Motivation, Dr. Hess thinks, should be the primary thought of the teacher in training students for the "dynamic" commercial world in which they are to fit.

On Friday evening a very entertaining program was provided for the convention by the combined efforts of the business colleges



Harry Loeb Jacobs
Past President

of Philadelphia. The Phillips Jenkins Singers, accompanied by Mr. William Sylvano Thunder, pianist, rendered an unusually good musical program. Afterward, Mr. Felix Shay delivered a lecture on his trip, "Seven Thousand Miles Through Savage Africa from Tip to Tip." Accompanied by lantern slides of the trip, Mr. Shay made a real contribution to the convention program.

Round Table Discussion

Subject: Secretarial Training

THE Round Table Conference on Shorthand and Secretarial Training was presided over by Walt H. Mechler, College of Practical Arts and Sciences, Boston University. The subject of the first discussion was "Practical Dictation Rationally Taught." Mr. H. M. Mumford, head of the Normal Department, Bay Path Institute, Springfield, Massachusetts, presented the subject in a

most thorough and practical way. Mr. Mumford stated the four essentials of the well-trained secretary as

- (1) A thorough knowledge of shorthand theory.
- (2) A thorough knowledge of typewriting theory.
- (3) A fairly good knowledge of English coupled with a good working vocabulary, and
- (4) Word sense.

Maintaining that the business man bases his judgment more upon the "music of the typewriter" than the ability to report his utterances, he gave the benefit of his own research work.

I decided to do a little experimenting on a class, and the results of these experiments, which were made on a class that had not been trained with this idea in mind at all, were so satisfactory that I am convinced if we put the idea into practice we can train students to transcribe almost as fast and



Frank A. Tibbetts
President-Elect

as accurately as they can copy from straight matter, assuming, of course, that the four essentials, including a good working vocabulary and a word sense, are part of the equipment of the stenographer.

Mr. Munford had the students typewrite from plain copy and also from a plate of shorthand and from their own notes, making a comparison of results. There were forty-six students in the class possessing the average typing speed of fifty-one words a minute.

On the transcription from textbook plates, the average was twenty-eight words a minute, or about fifty-five per cent of the copying rate. The lowest individual rate was twelve words a minute, written by a student whose average from copy was forty-one. The highest rate was fifty-three words a minute from a plate, the copying speed of this student being seventy words a minute. The closest approach to the copying speed on this plate writing was made by a student who transcribed at thirty-five words a minute and had a copying record of forty-four. In this case the transcribing speed was eighty per cent of the copying speed. The greatest difference was in the case of the student referred to above who copied at forty-one words a minute and transcribed at twelve, which was twenty per cent of the copying speed.

The results of the transcription from dictated notes were even more interesting than from plates. The class transcribed from their own notes at a

rate of fifteen per cent more rapidly than from plates. The average rate was thirty-six words a minute, seventy per cent of the copying rate, and fifteen per cent higher than the rate from plates. The lowest rate was eleven words a minute by a student who had a copying rate of forty-three words a minute. In this case the transcription speed was only twenty-six per cent of the copying speed. The highest rate was fifty-nine words a minute, written by a student whose official copying speed was seventy-three. The nearest approach to copying speed made by any member of the class was forty-six words a minute as compared with forty-nine from copy, a percentage of ninety-four. I might say that that student is a very excellent student of English. I noticed that those students whose rate from transcriptions was the lowest, were students who were weak in English, who do not ordinarily transcribe well and who do not use the language well in speech.

To me this experiment was so successful that I intend to have it as a regular part of my work hereafter. If not every day, at least two or three times a week, we shall have transcribing either from plates or from the students' notes, with the idea that we shall be able to bring the transcribing speed up closer to the copying speed. I believe it is a safe assumption that by effective training the transcribing speed could be made to reach at least seventy-five per cent of the copying speed, checked on the same basis as the copying speed.

In a brief and constructive discussion of the subject presented by Mr. Munford, Mrs. Martha J. Baldwin, White Plains (New York) High School, outlined the plan she had used to the same end in the College of the City of New York. Mrs. Baldwin emphasized the better opportunities possible to the stenographer who has been properly trained to correlate shorthand and typewriting in their transcription.

Mental vs. Manual Approach

Mr. J. Evan Armstrong of the Armstrong School of Business, Berkeley, California, spoke upon the "Mental versus Manual Approach to Shorthand." Very forcefully Mr. Armstrong spoke of the progress made in commercial education on the Pacific Coast and brought to the discussion the methods that he personally used in his school.

The first duty of the commercial teacher, Mr. Armstrong believes, is to sell himself to his profession, then to sell himself to his students, and finally to sell the subject to the student. He believes in giving the student a thorough background of the history and the possibility of shorthand before he permits the student to put pen to notebook. He would do more than train the student for a seventy-five or one hundred dollar position; he would train the student for a complete success in life.

Mr. Armstrong first presents his shorthand lessons through the use of analogy. Then, having impressed a description of the characters and their characteristics upon the mind of the students, he allows them to proceed with the lesson as further outlined by him.

He took up in detail his process of teaching vocalization. He does not use the so-called phonetic plan of handling the consonants, because he does not believe it altogether effective. He advocates the primary form of vocalization, a form more nearly approaching the form of pronunciation of words as we are accustomed to them, which is more of a vocalization by syllable.

In summing up Mr. Armstrong said:

First you learn form; second, you learn how to combine form or principle; third, you learn to vocalize; fourth, you learn to visualize. Put the picture in your mind and there is only one thing left and that is the manual process of reproduction. That is, reproducing the form, and if you have a complete picture of the form, there is going to be no hesitation in the reproduction of it. But if you have got to construct that form step by step, character by character, using a choppy mental procedure, you are going to get choppy mental results. . . .

There are other things that I keep uppermost in the mind of the student. First, I teach continuity of movement, and second, the "get-away." One teacher of international repute once said that the teachers in the United States who could get the "get-away" in the real sense of the term, could be counted on the fingers of a single hand. In my instruction I start out with a drill form of procedure, and I proceed upon the basis that, if I develop a high degree of skill in things which are simple and fundamental, I am going to be able to transfer that skill from the individual character to a more complex word or phrase form. I want the student to retrace the form until he has standardized the movement of that form, and I don't want it drawn; I want it written rapidly, *very rapidly*, and after I have taught the beginning student the technique of the stroke, then through repetition I will be able to make that a habit.

Typewriting Objectives

"What Are the Objectives in Teaching Typewriting?" was the subject of an analytical paper read by Miss Catherine F. Nulty, University of Vermont, Burlington. This paper we hope to reproduce in full in an early issue of the *American Shorthand Teacher*.

Mr. R. A. Jarrard, of Girard College, Philadelphia, contributed an interesting talk to the discussion. "The real practical objective in the teaching of typewriting," said Mr. Jarrard, "is to train the students to turn out a piece of work neatly, accurately, and practically arranged, and quickly typed at the first writing without having to copy and recopy it.

The real job of the typist or stenographer is to please the employer. One of the greatest failings of the average typist or stenographer is the failure to read what they have written. You will say to the student, "Did you read this over before you handed it in?" He will reply, "No, but I know I did not make any mistake when I wrote it." Of course he does not know, but when you have checked the paper over, you will find he has "there" for "their," not because he does not know better, but simply because he has not checked it.

What would you think of the stenographer who went to work in an office and, after he had transcribed the letters for the signature of the employer, would take them out of the machine and, without reading them over, put them on the employer's desk?

Business English

The first topic of the afternoon session, "Business English in Terms of the Job," was discussed by Miss Catherine W. Ross, Boston Clerical School. Miss Ross emphasized the need for considering the objective, the job, and bending all energy toward giving the student an equipment that would function properly. These suggestions were highly constructive.

Miss Ross's paper was discussed most enlighteningly by Miss Kate M. Moore, Theodore Roosevelt High School, New York City.

"Effective English Teaching" was the topic of an address by Prof. W. F. Zeigler, head of the English Department, Banks College, Philadelphia. "Effective English teaching," he said, "is dependent upon an effective teacher more than upon any other factor," and those who heard Professor Zeigler will know that he is a teacher who can get his subject over to his students. "Before a teacher can arouse interest in the subject on the part of the class, he must sell himself to each and every member of the class," he continued. "He must get the favorable attention of the members."

The teacher must himself reflect good English in all his dealings with the class.

He must overcome the resistance of indifferent and skeptical minds.

He must give the pupil a vision of his knowledge as it is and as it should be.

He must blend his instruction in English with the principles of psychology and business policy.

The pupil can be impressed by sincere talks on the necessary qualities for business success. Such qualities as health, initiative, tact, courtesy, industry, open-mindedness, enthusiasm, promptness and loyalty, can be made the subjects for discussions.

With confidence established, the relationship between student and teacher is on a correct working basis. It is then that the real teacher becomes effective.

Mr. H. I. Good, Department head, Hutchinson Central High School, Buffalo, New York, took as his subject "The Importance of Secretarial Training for High School Pupils." He said that the subject was of comparatively recent origin. He offered a clear understanding of the term "secretary." He deplored the use of the term where it did not apply. The features he emphasized were:

1. That the course should be a development of the shorthand and typewriting courses, as these are the tools of the secretary.

2. It should be a separate course. In most cases the shorthand and typewriting courses have for their prime objective the development of skill in their respective fields, with little or no conscious attention given to specific training in the practical use of these arts or for the duties or tasks in the business office, where most of our graduates expect to find employment.
3. The student's vision must be widened through proper problems.
4. The approach should be through the activities that are common to most lines of business, such as principles of letter writing, handling of correspondence, handling the mail, telephone service, filing, etc., which might well be presented as fundamental principles of secretarial training, yet I firmly believe that a Secretarial Training course can be made more real by a careful study of distinguishing features to be found in various lines of industry, approaching these characteristics from the secretarial standpoint, that is, special problems or projects should be taken up and analyzed as they are reached in connection with the study of some particular line of industry. The industries selected should be representative in the field of commerce, such as retail, wholesale, banking and investment, real estate, insurance, transportation lines, construction, manufacturing, etc.
5. The work in the course can be arranged in the form of problems or projects of definite size and character. Generally speaking these problems should contain at least four factors: first, they should be simple; second, they should be practical; third, they should be simple to correct; and fourth, they should contain certain elements which will require the exercise of initiative, originality and resourcefulness.

In summing up, he said:

The importance of a course in Secretarial Training might be summed up as follows:

- (a) The course should have clearly defined aims for objectives, determined after an analysis of business requirements.
- (b) It should be conducted along laboratory lines, problems and projects of a very practical character.
- (c) The instructor, in addition to professional training, should have had practical business experience.
- (d) The course should be made active, progressive

and real, so that a high degree of interest may be maintained.

- (e) Theory and practice should be brought closer together by well-planned excursions or some form of cooperation with business men.

If the course is given along these lines, it should accomplish worth-while results.

Mr. Good's paper was discussed by Mr. Edward J. McNamara, principal of the High School of Commerce, New York City.

"The material upon which secretarial training is based," he said, "is now a little bit more definitely known than it was formerly."

Continuing, he said that the secretarial training course is a logical development of the stenographic course. It represents the finishing touches and gives the pupil a more adequate preparation. He endorsed Mr. Good's idea that secretarial training can best be given through projects. He emphasized the importance of a correct checking of papers to prevent pupils from falling into bad habits.

He said that the training of stenographers was much more practical than formerly; that many of the faults formerly complained of by business men had been removed, "but the business men have not appreciated the advance that has been made in the training of stenographers and they still offer the minimum salaries to graduates. When a man calls up my school and says that he is willing to pay \$12.00 or \$15.00 a week, he is told that we do not train stenographers of that kind, but that if he can use one that can deliver superior service and who can really earn \$20.00 or \$25.00 a week, we can recommend stenographers of that type. The education of the business men who demand better stenographic service and appreciate and pay for it is one of the most important phases of our work at present."

Round Table Discussion

Subject: Newer Phases of Commercial Education

ONE of the innovations of the 1925 convention was the introduction of a round table for a discussion of some of the newer phases of commercial education.

Under the able leadership of Paul S. Lomax, assistant professor of Commercial Education, New York University, this new conference was easily one of the most helpful of the entire convention. Among the speakers were many men and women of national reputation in the fields of education and business, and it is regretted that their discussions could not have been made a part

of the program for the general meetings.

By his masterly handling of the subject "What Educational Courses Are Needed by the Commercial Teacher to Accomplish Best Teaching Results?" Dr. John W. Withers, Dean of the School of Education, New York University, clearly showed his sympathy with the cause of commercial education, and demonstrated unmistakably his broad general grasp of the problems now confronting commercial teachers. Fortunately for commercial teachers, the ideas advanced by Dr. Withers are now being carried out in a four-

year commercial teacher-training course leading to the Degree of Bachelor of Science in Education at New York University.

Owing to lack of time, Dr. Withers did not deal with the various and special occupations and the different levels of instruction, but confined his remarks to the more general aspects of the subject and to the common elements in the commercial teacher's professional equipment.

One of the things emphasized was the need of greater understanding of the significance of commercial pursuits in modern life, and for the necessity of the commercial teacher to help on the growing professionalization of all commercial occupations.

"The commercial teacher," said Dr. Withers, "must understand the transformation that is taking place in the commercial man's own conception of his proper function from profit seeking to more unselfish serving. Courses necessary to equip teachers of commercial subjects of this type of professional service should include courses in general and educational sociology; general and educational psychology; economics and trade; language and literature; and American history and its European background, etc.

Commerce is the great force which more than any other must be acted upon to bind nations together or else drive them asunder in present life. If pupils are to be helped in this larger conception, then teachers must certainly have an adequate understanding of it. This means that teachers of commerce, no matter at what educational level they are to function, must have a general and professional education at least equal to that of their associates. There is no reason why a teacher of Latin or algebra or any other academic subject in the high school should have a better education and a higher recognition in the teaching profession than the teacher of commerce.

Along with this general training, however, must go adequate technical training for the various occupations in the commercial field in which the teachers specialize, and along with both of these must go courses that are designed to give expertness and efficiency in teaching; such as, principles of teaching, history of education, methods of teaching, and actual practice.

Laws of Learning

"The Use of the Laws of Learning by Commercial Teachers," was the subject discussed by Dr. F. M. Garver, Assistant Professor of Education, University of Pennsylvania. Dr. Garver prefaced his address by a discussion of the most frequent causes of failure on the part of some of our commercial school graduates to measure up to the demands of the business office. As a rule, the average business man is inclined to attribute this failure to inefficiency in the performance of the ordinary routine duties—performances that, according to Dr. Garver,

depend more or less on the lower mental processes. On the other hand, it is Dr. Garver's opinion that failure is more often due to the employee's inability to perform the duties that depend more on the use of the higher mental processes. Said Dr. Garver:

A high degree of accuracy is only a part of the adjustments demanded by the situation. The other and relatively more important adjustments involve performances demanding judgment, tact, initiative, responsibility, and adaptability. For the latter the business world is willing to pay well, but it is not so often mentioned as a cause of failure because the evidence of such failure is less tangible than misspelled words, etc. Success in making such adjustments depends upon the use of the higher mental processes—the ability to form judgments quickly and accurately, the ability to understand the significance of any change in routine, and the ability to meet and solve difficulties as they arise. Success in routine performances need depend only on the lower mental processes. In fact, whenever such performances require the use of the higher mental levels, they not only are usually not done so well but also interfere with the use of those higher levels for other purposes. He who stops to *think* how a word is spelled is quite as likely to misspell it as to spell it, and in addition break the trend of the thought that required the use of the word in the first place.

Automatic responses such as adding, typing, stenographic writing and the like belong on the lower levels of mental processes whose seat in the nervous system is supposed to be located in the lower portions of the brain and in the upper portion of the spinal column; hence might be called backbone activities. If we are to train our students to do the work efficiently that the business world demands of them, we must take cognizance of relative values both in the processes of learning and in the outcomes of learning. The worker must be efficient in both backbone and head activities, and those of us to whom this preliminary training is intrusted must be concerned more with the learner and the way he learns than with the subjects of study by means of which we hope to fit him for his work, important in the total process as they are.

Functional learning consists in making those adjustments to environing situations that permit the organism to exist. Failure to make the appropriate adjustments eventually means death to the organism. This is the law of evolution in the animal world, frequently stated as the survival of the fittest. It also applies to the human animal when taken as a genus, but due to the protective agencies of human society does not apply to the individual. He simply becomes a failure, "queer," a misfit, a square peg in a round hole. It is the function of the school to prevent these failures so far as it is humanly possible; to train young people in the making of the appropriate adjustments to foreseen situations while they are yet young.

Since we are concerned only with the question of preparation for the job, whatever its requirements are, let us examine what factors are involved in the methods of teaching. These facts are, the job requirements, the subject-matter taught, and the learner, or rather the ways in which his mind works during the learning process, usually called the laws of learning. An efficient method of teaching must take into consideration the aims or purposes of the learning, represented in this case by the job requirements, and the nature of the material to be learned, that is, the subject matter, and the psychology of the learning process.

Dr. Garver's address was discussed by Mr. Edward J. McNamara, principal of the High School of Commerce, New York City.

Educational Psychology

"Skillful teaching," said Mr. McNamara, "depends upon the application which we are able to make of these principles. The realm of skill itself has until quite recently remained uncharted. Commercial education deals very largely with skill subjects, and it is the field of education which is least known."

It was not until quite recently that studies in skill were undertaken and they were first made in connection with telegraphy. Harter in his study tried to determine how skill in sending messages and receiving messages over the telegraph could best be developed. After he laid down certain principles, it was another decade before studies such as that undertaken by Professor Book, in connection with typewriting, were started. I believe that every commercial teacher should be thoroughly familiar with the data that these experiments place within his reach. He should understand the construction of the nervous system and its function in habit formation.

In discussing the question as to whether scientific methods are necessary for the teacher of commercial branches, I would join Dean Withers in saying that social psychology is needed for business, but it is also needed for the classroom, for every commercial teacher has to apply social psychology in order to keep his class interested and get the best results.

The study of educational psychology must be continuous on the part of the commercial teacher. Theories that we held twenty years ago are discarded to-day. No longer do we believe in the old faculty psychology. The studies and experiments now being conducted give us new ideas and new principles that we must use in the laboratory of the classroom. Mr. Garver deserves commendation for stimulating our thoughts along this line.

From a very exhaustive study of his subject, Mr. Walter O. Lochner, Secretary of the Chamber of Commerce, Trenton, New Jersey, contributed a valuable paper on "The Community Interests That a Commercial Teacher Should Develop." Mr. Lochner gave the opinions that he had gathered from many prominent commercial educators, confirming his own views as to the interest the commercial teacher should take in community activities outside of the schoolroom.

Dr. W. W. Charters, professor of Education, University of Pittsburgh, who was to speak upon "The Commercial Teacher's Use of the Job Analysis Method in Squaring His Instruction with Occupational Needs" was not able to be present. He forwarded his paper, however, to the Round Table, and it was effectively summarized by the chairman, Mr. Lomax. We hope to be able to carry this paper in full at a later date.

Occupational Guidance

"The Commercial Teachers' Responsibility as an Occupational Counsellor" was the subject of an address by Dr. Anna Y. Reed, managing director, The National Junior Personnel Service Incorporated, New York City. Dr. Reed stated that there are three

current conceptions regarding the responsibility of the classroom teacher for occupational counselling; the first, giving the classroom teacher no responsibility whatever; the second, that all experts shall be abolished and the teacher shall do the whole job; and third, that occupational counselling was simply an attitude to get. Dr. Reed favored the third conception, stating that vocational counselling as an attitude of mind was to her mind the "acme of ambition to-day."

The commercial teacher as occupational counsellor must be first of all true to herself, and in being true to herself she must be a professional worker. The basic knowledge and the technical skill will not be enough. It must be plus practical experience, so that she can help the boys and girls who come under her daily supervision to bridge the gap between classroom and the business world. This experience must be kept up-to-date. It is not enough to be kept up-to-date in theory, it must be kept up-to-date by practical knowledge.

A second responsibility of the classroom teacher is the responsibility toward co-workers, towards the people who are furnished to help her to be a better counsellor and to use the results of her own efforts in making a better school system in toto.

Third, there must be responsibility to her pupils. The great responsibility of the teacher to her pupils is that she makes her classroom a working laboratory in which every pupil may work out his own occupational salvation.

Discussion of the subject presented by Dr. Reed was ably handled by Mr. J. A. Luman, vice-principal of the Peirce School of Business Administration, Philadelphia. Mr. Luman believes that business training has always had the ultimate vocational and occupational objective, and the teacher of these schools *per se* have always been occupational counsellors.

Mr. Luman believes that personal work has grown and that it will continue to grow, but that when a course of study is to be prepared for this type of service, the emphasis will be placed on the subject and not on the matter.

"In this city and in every large center of population," said Mr. Luman, "a junior high school has been organized as an exploratory period in a student's life, as an experimental station in the journey of a student, to determine which is the safest and best route for him to take for his greatest usefulness and highest destiny. It seems to me, too, that a type of teacher should be developed, especially a commercial teacher, who combines with general and technical ability a real degree of common sense and judgment of human nature. The breaking down of unified courses in our colleges and high schools and other schools impose this new and important duty of course advisor and vocational counsellor on our teachers. In addition to a study of human nature and human tendencies and aptitudes, there must be a clear understanding of public activities and opportunities, and last but not least, of course articulations."

Round Table Discussion

Subject: *What Business Requires of Young Office Workers*

CHARLES E. BOWMAN, head of Commercial Department, Girard College, Philadelphia, was chairman of this Round Table.

Mr. Robert E. MacDougall, of the Trust Department, Provident Trust Company, Philadelphia, says that the qualifications for success which teachers should have in mind in training students for business are:

1. Self-possession. Many have talked themselves into positions where ability alone would not have carried them.
2. Singleness of purpose. Do not have side lines. Concentrate on the business in which you find yourself and learn everything there is to learn about it.
3. Realization of inadequacy. Regardless of previous education, study, study, study. Those who are advancing are those who are studying according to a definite plan.
4. Willingness to do.
5. Personal appearance.
 - (a) Good personal appearance gives the employee a feeling of confidence, an air of prosperity.
 - (b) Effect on employer. An employer will prefer one who is neat and clean-cut.
6. Handwriting has shaped entire careers.
7. Knowledge of people. Those who know and understand people win promotion.
8. Right viewpoint. Success is not to be had without it.

Discussion by Mr. James L. Street, head of the Commercial Department, William Penn High School, Philadelphia.

Before starting his commercial teaching career Mr. Street had passed with the highest marks one of the best courses in banking. In his opinion he learned more from a few months' subsequent employment in a bank than he had in four years of college and special courses.

Accounting Training

In discussing preparatory training for the field of public accounting Mr. R. J. Bennett, C. P. A., secretary, Pennsylvania Institute of Certified Public Accountants, expressed the opinion that too many young people are preparing for C. P. A. work who are not fitted for it. He advises more weeding out by the teachers. He believes that university graduates are very much to be preferred in public accounting.

Professor W. C. Wallace, director of the Department of Methods in Commercial Education, New York University, finds that the students who are coming to the university are woefully weak in the rudimentary arith-

metic processes. He also finds them weak in reading understandingly and poor in writing reports.

"The Content of a High School Course in Business from the Viewpoint of a Graduate of a High School Commercial Course" was the subject assigned Miss Imogene Cook, secretary to the division superintendent of Installation, Western Electric Company. Miss Cook made a strong appeal for a closer approach to business conditions in the classroom processes.

Meeting Business Demands

The general topic of the afternoon session was "How Business Education Can Meet the Requirements of Business."

The first speaker was Professor George H. Van Tuyl, of the Evander Childs High School, New York City. Mr. Van Tuyl insists on the stressing of fundamentals. The pupils coming to him are deplorably deficient in simple arithmetic. He advocates daily drill and rapid calculation. He would like to see a very high passing mark in arithmetic. The subject should be so taught as to develop both memory and reasoning. Mr. Van Tuyl emphasizes principles not rules.

In discussing this subject Mr. Ira D. Shoop, head of the Bookkeeping Department, Temple University, Philadelphia, insisted that the teacher should be master of both the science and art of arithmetic. He would like to see us teach fewer topics and give more drill on what is taught.

Business Organization and Management

A most illuminating talk on "Business Organization and Management—Its Value to the Office Worker" was given by Professor W. B. Cornell, chairman of the department of Business Management, School of Commerce, Accounts and Finance, New York University. Ten per cent of wage earners are office workers. As yet very little has been done in applying to office work the scientific principles of management. Workers on specific operations are in an ideal position to make suggestions for improvements. Workers, however, in subordinate positions make few suggestions. Advancement comes to those who do constructive thinking. One-half the brain power of business workers is lost because those workers fall into rou-

tine methods. Students should understand the general scheme of a business and the interlocking of departments. The students should be given the viewpoint of the business as a whole.

Mr. Ralph W. March, an instructor at Girard College, Philadelphia, emphasizes the romance of business. In his opinion the subject must be treated in an elementary way.

Professor Harry A. Cochran gave an instructive outline of the work in this subject done at Temple University.

Mr. Clarence A. Wesp, of the Northeast High School, Philadelphia, advanced many

valuable and extremely practical suggestions out of his experience as business man and teacher. First among these, perhaps, is his insistence that the teacher find out through personal investigation the requirements of business in his particular locality. Students must be trained to assume responsibility and to be reliable.

Mr. J. K. Williams, of Peirce School of Business Administration, Philadelphia, quoted liberally from Dr. Herrick's book, "Meaning and Practice of Commercial Education," and then gave us a splendid outline of the teaching of bookkeeping in Peirce School.

Round Table Discussion

Subject: The Value of Sales Training, Promotion and Distribution

UNDER the general topic "The Importance of Economic Subjects in Secondary and Business Schools" the following subjects were discussed:

The Importance and Content of a Business Law Course, Business Organization and Management in Secondary Schools, Commercial Geography in a Business Course, Value and Sequence of Sales Subjects, The Place of Sales Training in Building a Sales Organization, and Marketing.

Although this conference was attended by a small group, the presiding officer, Professor Clyde B. Edgeworth, supervisor of Commercial Education at Baltimore, displayed good executive ability and leadership in handling it.

It was unfortunate that some of the speakers could not be present, necessitating the discussion of the subject before it had been developed by the one assigned to do so.

Among the things brought out with reference to law, was the fact that it should be made more than a textbook course. It should be vitalized by tying it up with problems which the student had some knowledge of or was likely to be confronted with in the business world.

The paper on "Organization and Management" by Murray Grass, of the West Philadelphia High School for Girls, was most carefully prepared and well presented.

He urged teachers to get away from the ordinary routine of classroom work. The emphasis should be placed on people, not things.

He said the thing that appealed to him most was, what part should the student play in such a course? How shall the student be stimulated? Questions like "Who owns the corporations?" will help to do this.

Mr. Richard Holme, head of the commercial department in the Germantown High

School, Philadelphia, told how he was able to interest his classes by having them study the problems of certain business organizations, and by visiting them or by having a talk by those who were conducting a successful organization. Mr. Thomas Reddington of the Central High School of Philadelphia, also took part in this discussion and made some good suggestions.

The speaker on the subject "Commercial Geography," Mr. William L. Fisher, assistant curator of the Commercial Museum, Philadelphia, showed a knowledge of his subject, with his methods of teaching it, that was most refreshing. He showed that back of all our industry was geography. Such topics as Amazon Valley, Stainless Steel, Chrome, and many others like them, furnished the basis for most interesting lessons in geography. He said geography was not a dead subject but the liveliest of all subjects in the commercial course if properly taught. "More knowledge of geography is needed now than ever before."

He emphasized the value of oral geography. He said commercial geography ought to enlarge the vision of every business man.

When he told how the Commercial Museum was aiding the geography students of Philadelphia, he, himself, and others lecturing several times daily to groups from the various schools, it made Philadelphia teachers of geography the envy of all others.

Mr. Joseph D. Noonan, general sales manager for the City Baking Company of Baltimore "ran on high" for about forty-five minutes.

He told how he had built up an organization of splendid salesmen from men who had had no training in the subject before coming to him. He has no faith in the statement that salesmen are "born and not made." He believes thoroughly in having a sales talk

well organized and made to fit the needs of the sales force and then have them get that talk so that no matter what happens they will not forget a word of it. "No time to learn salesmanship by selling—train your men and then have them sell and they will sell."

Miss Isobelle Bacon, of the Federal Bank, was unavoidably detained from the meeting, but Mr. O'Brien of the Dalton Adding Machine Company made a mighty good substitute. He proved that he was a master salesman first by selling himself to his au-

dience, and second, by explaining what constituted good salesmanship. He, like Mr. Noonan, believed in a thorough training for the particular type of selling to be done. His contribution to the subject was appreciated by all.

The last speaker, Mr. Wesp of the Northeast High School, Philadelphia, told in a most interesting way how he taught Marketing. Space does not permit a detailed report of his methods but it would be well worth one's time and effort to write Mr. Wesp for his plan.

Round Table Discussion

Subject: Penmanship

THE Round Table Conference devoted to the problems of penmanship was presided over by Major Henry W. Patten, Central High School, Philadelphia. (Incidentally Major Patten had on exhibition at the convention a penmanship collection said to be the finest in the world.)

The morning session was devoted to "Penmanship Movement, Form and Practice." The subject was ably handled by the following speakers: Mr. C. C. Lister of the Maxwell Training School for Teachers, Brooklyn, devoted himself to "Some Observations About Movement Exercises and Capitals." Mr. C. C. Malone, an engrossing artist and examiner of questioned handwriting from Baltimore, spoke upon "The Might of the Pen in the Hand of the Master."

"Speed Writing in Reasonably Good Form" was the topic handled by Mr. F. B. Moore, Rider College, Trenton. Mr. Moore observed that important as is education he found, in hundreds of tests given to students from high schools and colleges, that very few were so trained as to be able to apply their education after it had been acquired. The important connecting links missing between education and its application in the business world he felt were found in three things: practice in public speaking and debate; practice in handling figures with accuracy and dispatch; and practice in that physical dexterity which enables one to write gracefully, legibly, and with some degree of speed—the last named factor being almost entirely overlooked by teachers of this subject.

Mr. Moore clinched his argument as to the necessity of speed in penmanship by demonstrating his own ability to write one hundred eighty good, legible figures a minute as against the speed of the average penman, which he stated as about one hundred digits a minute.

The general topic of "Development and Application of Penmanship" was treated in

the afternoon session first by S. E. Bartow, of New York City. His subject was "The Development of Forms in Ornamental Writing." Before taking up the ornamental phase, he discussed the attitude of different organizations toward penmanship, saying that business men feel that there is less demand for business writing, because of the almost universal use of the typewriter. Colleges are not in touch with the business world and so do not realize the importance of penmanship. High schools expect that all instruction in writing should be given in the grades.

Because of the indifference expressed toward penmanship, it is necessary for teachers of this subject to preach its importance. No one can learn to write well without a good teacher. Teachers need special training. Certain goals and objectives ought to be established for students. There should be frequent tests and examinations in order that progress may be noted and determined.

There are three fundamental stages in penmanship, 1. Posture, 2. Movement, 3. Application. The first should be insisted upon at the very beginning for without good posture, correct forms are impossible. In developing the second stage, the count is most important. Position plus count equals movement. Students should be made to follow the count. The third stage, application, produces good form, providing the teacher knows how to count properly.

Ornamental writing has received little attention the last few years. The present tendency is toward simple forms. About the only use of Ornamental writing is to develop interest in the subject of penmanship.

Mr. Bartow concluded his remarks by giving a fine exhibition of ornamental writing.

H. W. Strickland of the Soule-Strickland Studio, Philadelphia, presented the subject of "Engrossing," by illustration of his work. Philadelphia is a world center for engrossing. All prominent nations send their important work to this city. The different phases of the work were illustrated by samples which Mr. Strickland brought from his office.

The last subject on the program was the drawing of cartoon sketches by John L. De Mar, of the Philadelphia Record.

New York City Teachers Win Radio Shorthand Contest Medals

THE development of radio during the last few years has made it possible to hold Radio Shorthand Contests and this year two were held under the auspices of the New York City Gregg Shorthand Teachers' Association. Both contests were broadcast from the municipal broadcasting station WNYC and hundreds of transcripts were submitted.

The first test took place on January 13. It will interest our readers to know that Mrs. Etta M. Fowler, chairman of the Commercial Department of the Bushwick High

School and a member of the association, won the New York City Teachers' Contest, turning in a perfect transcript.

The second test was held on March 10 and Miss Agnes Gilmore, of the New York High School of Commerce, won the City Teachers' award. Miss Emily L. Austin, of the East Orange High School, New Jersey, secured the gold medal for teachers outside of New York City.

A full report of both contests has been given in the *Gregg Writer*.

Typing to Music at the Evander Childs High School



LEARNING rhythm in typing through the medium of music specially adapted to the purpose is getting a tremendous hold on schools throughout the country. The picture shows a group of students at the Evander Childs High School, New York City, "tuning in" with the aid of Rational Rhythm Records. Mr. Horace G. Healey (standing left), chairman of the department of stenography, and Mr. Henry I. Norr (standing right), administrative assistant, are watching the demonstration. The photograph appeared in the "New York Evening World" of September 25, and was loaned to us with permission to use.

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DICTATION MATERIAL

to Shorthand Plates in *The GREGG WRITER*

Flag Day

A Reminder of a National Observance From the San Jose "Mercury Herald"

One day in the year, June 14, is set aside to honor the flag—our flag, *the* flag. Not because it is pretty, not because⁹⁸ it is red and white and blue, not because it is the personal possession of every American, but because of what it means, what it⁹⁹ stands for, what it typifies, what it prays and what it hopes!

It means liberty; liberty of thought, liberty of conscience, liberty of action within¹⁰⁰ just laws, liberty of worship, liberty of government. It stands for law and order, protection and security, justice and a square deal, honor and righteousness.¹⁰⁰ It typifies the ideals of one hundred and ten millions of people, the heritage they have taken from the hands of the mighty forefathers, the¹⁰¹ torch of happiness in equal opportunity lit in 1776 and kept brightly burning ever since. It prays for strength to keep our¹⁰² vision clear; aye, that flag, flying in the breeze, is an American's prayer to God for strength to keep what he has won of truth¹⁰³ and right, for wisdom to continue upon earth those social and political liberties which make this God's country. And it hopes! Its proud flutter in¹⁰⁴ the wind, its beauty overhead, is an outward and visible symbol to all the world of the inner and spiritual hope of every thinking American¹⁰⁵ that this nation, under God, may so act and live that His blessing may continue to rest upon it.

Honor the flag, this day. Fly¹⁰⁶ it, take off hats to it, celebrate it. Let there be no hamlet so small in all this land that a procession is not formed¹⁰⁷ in its honor; let there be no city so great and busy that its citizens forget to thrill once more at the sight of Old¹⁰⁸ Glory.

Flag Day, June 14—best of all days for all of us to remember that it is our good fortune to live and love¹⁰⁹ and prosper under such a flag. (331)

It's Time to Play

There are some old sayings that ought to be retired on a pension to a home for aged and decrepit maxims. They never were strictly¹¹⁰ true, though they doubtless served a useful purpose, but their hoary antiquity misleads the unwary into accepting them as genuine wisdom.

One of these is¹¹¹ the familiar copy-book blurb enjoining the cultivation of "regular

habits," from which all manner of virtues and blessings are alleged to flow.

What habits?¹¹² Are habits always good because they are regular? To follow even the best of habits too persistently is to ossify existence. It makes one stiff,¹¹³ physically and psychically. It narrows one's tastes and interests. It stunts the growth of the soul. Unbroken habits become prison chains. No habit is good¹¹⁴ that dulls a man's perceptions of a better one.

One ought to break his own rules now and then to awaken his vigor, and keep¹¹⁵ it from growing weak and flabby.

Continuous activity along any one line, however useful, is unnatural and pernicious. It chafes the soul and leads to¹¹⁶ drawn faces, premature gray hairs, bent forms, dwarfed intellects, lop-sided characters. To develop into a complete, well-rounded person, one must live a complete,¹¹⁷ well-rounded life. That means he must have variety. He must get away from his regular, every day work at times, surround himself with new scenes,¹¹⁸ go through new experiences, pursue new objects, think new thoughts.

Play is natural for the human being. A child who does not like to play¹¹⁹ is abnormal, while the adult who has forgotten how to play has lost something indispensable to a happy, fruitful life. The natural tendency to indulge¹²⁰ in play periods should go with us through life, for it is the means of keeping us in tune with the best things in life.¹²¹

If we keep our noses to the grindstone we see nothing else; we get inflated notions of our own importance, lose our sense of perspective¹²² and misjudge our place in nature and among our fellows. By taking ourselves too seriously we neglect and lose sight of the great verities. We¹²³ narrow the soul, shorten the vision, dwarf the personality, and retard our mental and spiritual growth.

The person engaged in mental labor who seldom or¹²⁴ never takes a vacation, abuses himself and is likely to become a pest to his family and a handicap to his business or profession. Of¹²⁵ all chronic maladies that afflict mankind, few are as ramifying and devastating in their effects as office-itis.

"But," protests the man who has forgotten¹²⁶ how to play, "the only thing I know is work. Work is my recreation."

The answer to him is: "Unless you are willing to learn¹²⁷ new ways to enjoy yourself, and do so, you're going to fall to pieces one of these days, all at once, just like the famous¹²⁸ 'one-hoss shay.'"

Learn to play. Get away from your daily work for a while, and forget it. Forget it

by absorbing yourself, soul and¹⁰⁰ body, in the doing of seemingly useless and really delightful things. Sentence yourself to a term of solitary confinement in nature's charming reformatory. Spend some¹⁰⁰ time in a mental desert, sunning the odors of city life out of your system, and in a psychic ocean, washing the grime of gold¹⁰⁰-digging off of your soul.

Go to the mountains, the lakes, the woods, the seashore, take a voyage—go somewhere, do something, different from the¹⁰⁰ places you've gone and the things you've done day after day and month after month.

Let Nature take you by the hand, as a humble¹⁰⁰ little child, and show you her many moods, her beauty, her delicacy, her power, her grandeur, her infinite variety. In her there is no guile,¹⁰⁰ no sham, no hypocrisy.

Physically, a vacation properly spent results in increased vitality, vigor and endurance. Psychologically, the effects are equally beneficial. The experiences that¹⁰⁰ build up bone, tissue and red blood corpuscles, also clear the mind, freshen the spirit and give renewed force to the whole personality.

This is¹⁰⁰ a good time, the best time in the year, perhaps the best time in your life, to seek the fountain of youth, to learn to¹⁰⁰ play again. Decide what you would most enjoy playing at, and go to it!(714)—Thomas Monahan.

Vocabulary Sentences

on the words on page 149 of the Gregg Shorthand Manual

COLUMN 1: The judge would not admit in evidence the affidavit in regard to the accident to the administrator. What is the amount of the annual assessment¹⁰⁰ on the amalgamating plant? The process of amalgamation will be closely watched. It will be a great accommodation to us if you will deliver your¹⁰⁰ address, HIS FIRST APPEARANCE IN AMERICA, at our next meeting. We expect another application from you to-morrow. It appears that the criminal will be apprehended¹⁰⁰ before morning. We are anxious to obtain an abundant supply of clothing to distribute among the suffering miners. The application for letters of administration will¹⁰⁰ be presented to the court Friday morning.

COLUMN 2: The authenticity of this benevolent citizen's remarks is not questioned. Is the statement authoritative that the attorney met¹⁰⁰ with a serious automobile accident on the boulevard? We do not approve of the statement that the figures attached were only approximate. Such an arbitrary¹⁰⁰ plan can not meet with his approval. The architect was heartily received by the assemblage. Behold how attentively the cabinet listens to the description of¹⁰⁰ the bankrupt given by the benignant old lady. The arbitrary statements of the attorney were severely criticized by the opposing counsel, and even his clients¹⁰⁰ were unable to countenance such willful misrepresentation.

COLUMN 3: He casually read the article

on present-day civilization in this month's *Cosmopolitan*. It is conclusive that you¹⁰⁰ do not know the difference between a consonant and a vowel. His statements were corroborated by several prominent citizens. This will be one of the¹⁰⁰ most conspicuous addresses of the century. After the lecture on civil and religious liberty the congregation of the church gave him a cordial reception. You¹⁰⁰ may count on receiving the coupon some time next week. We want every citizen in the State to consult the list of comparative prices given¹⁰⁰ in our catalog. The constant use of such books does not coincide with my views. Casual remarks made during the convention indicated a lack of¹⁰⁰ interest in the subject.(329)

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COLUMN 1: In giving his affidavit the deponent put the defendant at a great disadvantage. If you delay longer there is danger of your losing the case¹⁰⁰ by default. He was chosen a delegate to the democratic convention. The news was very demoralizing to the delegation. It developed that the disaster was¹⁰⁰ traceable to the fact that the pilot had not designated on the chart all the dangerous rocks and bars. The degenerate tried to deceive the¹⁰⁰ judge. The second covenant recites that this land shall all be placed under cultivation within two years from the making thereof. The curious boy burnt¹⁰⁰ the sulphur in the crucible at the steel works.

COLUMN 2: His employer discovered great dissatisfaction among the men. Each dividend check is to be placed in¹⁰⁰ a separate envelope. The English youth is earnest and very economical in his habits. The dividends on the stock are enormous. The returns are disproportionate¹⁰⁰ to the investment. May we engage your services for the duration of this lease? His word is equivalent to his bond. The liquid will soon¹⁰⁰ evaporate. We will execute the leases, deeds, et cetera to-morrow. His speech on the doctrine of the equality of races makes his election certain. Among¹⁰⁰ the papers was a deed of trust executed many years ago.

COLUMN 3: The executive deemed it expedient to place an exorbitant price on the flour. Her¹⁰⁰ husband failed to fulfill the order from headquarters and was severely reprimanded for the inattention and neglect he showed in the performance of his duty.¹⁰⁰ Mr. Harmsworth will illustrate the horizontal hieroglyphic on the wall of the old temple. He was ignorant of the hitherto unknown doctrine. Give me another¹⁰⁰ handkerchief. Our generation recognizes the glory of our glorious republic. The new work gives him an excellent opportunity to develop executive ability. The article contains¹⁰⁰ illustrations of valuable coins of this and other countries.(309)

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COLUMN 1: Many experiments with iron are carried on in our laboratory. We will legislate against such an institution in this

jurisdiction. If you assemble all the²⁸ inclosures immediately instead of waiting till you begin transcribing you will save yourself much trouble and annoyance. Although he was an indefatigable worker his statements²⁹ were incoherent. He will inherit a fortune. A cash register is indispensable in our business. The explosion was instantaneous. We intend to institute an action⁷⁵ against him at once. The introduction to the book on legislation was incomprehensible to the students. The insurance company would not issue us a policy¹⁰⁰ because of the juxtaposition of the various buildings.

COLUMN 2: The old lady quietly asked at what o'clock would the messenger arrive with the manuscript. The most¹²⁵ modern methods were employed in the operation. This matter of litigation will, likewise, be carried to the legislature. His negligence resulted in a charge of¹³⁰ misdemeanor. By this act the obedient youth placed us under great obligation to him. His logic brought him great respect from this legislative body. The¹⁷⁵ legislator cannot live a life of luxury. The negligence of the stenographer in preparing these important papers for the court, may delay the litigation.

COLUMN 3: Parliament²⁰⁰ provided for a partial payment. My practical experience will prove that I am not ignorant of the facts. The plaintiff will persevere until the end.²²⁵ Proceed to send the parcel, or the law will prosecute you. The passenger is not in favor of this procedure. My property met with disaster.²⁵⁰ Practice makes perfect. Our production is very limited. The prospectus is now ready. I cannot prevail upon him to wait a few days longer before²⁷⁵ commencing suit. Do not promulgate the doctrine of socialism. I shall not allow them to persecute you. My visit shall precede yours by one week.³⁰⁰ Shall we deliver the parcel? (305)

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COLUMN 1: A secretary should have a thorough knowledge of punctuation. It should be the invariable rule of the salesman never to provoke a customer. The secretary²⁵ refused to hand in his resignation. Really we see no reason for such action. This revolution was for a righteous cause. We will remunerate you⁵⁰ well if you can qualify for the position as salesman for our firm. We shall completely revolutionize our methods in accordance with modern practice. His⁷⁵ remarks were very repugnant. We shall reciprocate when opportunity presents. We have not received your reports for the last quarter. Refusal to give a reason¹⁰⁰ for his unprofessional attitude led to a request for his resignation from the board of directors of the hospital.

COLUMN 2: The testimony of the witness called¹²⁵ for sympathy. I shall be thankful for any support you may be able to give me in my social work. The thermometer registers ninety degrees¹⁵⁰ Fahrenheit. The situation was unavoidable. Your order did not

specify the need of immediate service. I shall study and you can not thwart my plan.¹⁷⁵ My stupidity shall never be known. The struggle was a hard one. You need specific instructions for your work. Strengthen your doctrine by righteous rule.²⁰⁰ He leads a tranquil life. The subaltern must furnish a satisfactory testimonial. The lawyer was thankful for the intelligent assistance rendered by the substitute during²²⁵ his secretary's absence. The situation did not please the student.

COLUMN 3: The reformer will volunteer to revolutionize the United States. Are you a citizen of the²⁵⁰ United States of America? The warrant was issued in an unusual manner. The secretary withdrew before the vote was taken. This warehouse belongs to a wholesale²⁷⁵ concern, and is used for the storage of their product. I increase my vocabulary daily. How was your vocation made known to you? The verdicts³⁰⁰ of the various juries differ in many instances. Variety is the spice of life. The whole universe shall recognize his unusual power. You have a³²⁵ versatile disposition. The case, Jones versus Smith, was dismissed with costs. The salesman displayed a remarkable knowledge of the unusual vocabulary in use in the³⁵⁰ technical department of his concern. (355)



You will not achieve success by simply hoping for it. Ambition is useless without activity. (15)

The "Gregg" Rose

Complete Outline: Agree, a (top), month, sermon, and, some, his-is, soon, careless, individual, gather, instant-instance, market-Mr., stagnant, intend, grain, formerly, concrete, constantly, initial, finger, gotten, glass, fall-follow, concave, really, quote, offer, operate, consequence, render, relation, unequalled, vowel, union, tissue, what, source, were, comrades, eagle, he, complete, annuity, gallon, unless, to-morrow, unsold, to, willingness, withstand, world, gentlemen, wire, intent, workman, winning-witnessing, worry, yellow, vigorous, will-well, under, leg-legal.

Inside stem and veins of leaves: Fully, determine, closely, inquire, state, magazine, wish, attack; lily, association, assistance, government; altogether, consolidated, congo-leum, consultation; pure, renewal, instantly, wife.

Inside bud: Prologue, quality, real.

Petals: Wreck, use, regular, lick, lake; the, them, glad, among, verdict; did, time, cause, comfort, company, can, fortune, clash, cash, connection, reign-rain, receive; more-am, pointer, convenience; custom, cancel, they, texture, themselves, sooner, tare; syndicate, this, sworn, therein, summary, cylinder; system.



The devil may have his faults, but procrastination is not one of them. (13)



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(A Specialty by a Specialist)

E. E. GAYLORD, Manager

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Dependability

By F. D. Van Amburgh
in the "San Francisco Examiner"

Have you ever noticed how some one will paste a paper over the face of a clock that is stopped or not running right? When³⁰ the hands of a clock no longer give service, we fix the face so it will not fool folks. Dependability is all there is to³⁰ a clock.

And how much like clocks we humans are. Dependability is the first and foremost factor.

The hands of the going clock proceed so³⁰ slowly that their hourly approaches to their point escape our observation, and still the hands are moving in their silent way.

Some people have just³⁰⁰ naturally run down. Some are constantly losing time, and others go too fast. Then there are those who are just right.

The four walls of³⁰⁰ a room covered with clocks, all indicating different time, would be most confusing. In fact, the more unreliable clocks you have around, the less you³⁰⁰ think of clocks.

Dependability means more than the word we emphasize so much—ability. The word "ability" is often advertised, but dependability advertises itself.

You³⁰⁰ have also noticed that they place dependable people in very dependable positions.

The brilliant people who work well on Monday and bungle things on Tuesday;³⁰⁰ the pacemakers of Wednesday who slow down on Thursday; the star salespeople of Friday who fail to show up Saturday, are the ones that need³⁰⁰ repairing or adjusting.

Dependability contemplates individual integrity. Dependability circumnavigates ambition and ability. Without dependability our capabilities are but fireworks.

Interview the head of any industry³⁰⁰ and the manager will place a high value on the individual that is dependable. In fact, there can be no individual loyalty, no dependability and³⁰⁰ cooperation, no success, where there is a lack of this one word—dependability.

You are anxious to know just how you stand with the management,³⁰⁰ with your banker or with your associates, and here is a way you can find out. Just ask yourself this question: "Am I dependable?" (324)



Difficulties disappear before persistency. (4)

Freedom

Freedom is essential to achievement. No one can do his greatest work when his mind is cramped with worry, anxiety, fear, or uncertainty, any more³⁰ than he can do his best physical work with his body in a cramped position. Absolute freedom is imperative for the best brain work. Uncertainty³⁰ and doubt are great enemies of that concentration which is the secret of all effectiveness. (65)

Roses—A Bread and Butter Crop

From a National Geographic News Bulletin

Roses did not do so well in Bulgaria this year.

This is not the casual statement that it may appear. It amounts to a great³⁰ deal more than a statement, for example, that California's poppies are suffering, that the blue-bonnet crop is not up to the standard in Texas,³⁰ or that the daisies in Maryland are scarcer than usual.

Roses are not merely things of beauty in Bulgaria. They constitute a real crop, and³⁰ mean as much to some parts of the country as cotton means in Georgia or potatoes in Maine. It is literally true that the rose³⁰⁰ means bread and butter to thousands of Bulgarian country folk. Great fields of roses are grown that each petal may be made to yield its³⁰⁰ infinitesimal share of attar of roses, the last word—and the most expensive—in perfumery.

It is in the valleys on the southern slopes of³⁰⁰ the Balkans that roses have been grown for generations for the perfumery industry, for there the climate, soil and drainage are just right in normal³⁰⁰ seasons for this most exacting flower. Before the World War there were probably between 25,000 and 50,000 acres of rose gardens in³⁰⁰ the Bulgarian "rose belt," and the annual yield of the attar was about 150,000 ounces. During war time roses gave way to³⁰⁰ the tobacco plant whose particular fragrance was more appreciated by the millions of men under arms. Since the war rose-growing has recovered, but in³⁰⁰ no postwar year has the acreage climbed above 15,000.

Attar of roses is one of the most concentrated "agricultural products," if it may be³⁰⁰ so called, produced anywhere in the world. The countless rose petals grown on an acre yield only a few tablespoons of the fragrant oil. The³⁰⁰ attar is in effect the materialized and captured fragrance of the rose, and probably 50,000 or more flowers must contribute their share in making³⁰⁰ each ounce of the completed product.

The roses are largely gathered before sunrise, or at least before the dew has dried; for the moisture helps³⁰⁰ to preserve the fragrance. The peasants seem to enjoy their aesthetic job. Troops of gaily dressed girls and young men go through the gardens stripping³⁰⁰ the buds from the plants. They are dumped in piles before older women, who sort them in readiness for their trip to the nearby factories.³⁰⁰ The buds are placed in retorts with about twice their weight of water and the liquid is then distilled. The resulting liquor is allowed to³⁰⁰ stand over night in pans. By morning a thin film of a solid oil has risen to the top. This, the attar, is skimmed off³⁰⁰ carefully, and the remaining rose water is in most cases thrown away.

The genuine attar of roses is so strong that its odor is not³⁰⁰ very pleasant. When

combined with other materials and so properly diluted, however, the fragrance is delightful. One drop is sufficient to give a pleasing rose⁵⁰⁰ odor to a gallon of cologne.

In 1919 the United States imported over a thousand pounds of attar of roses from Bulgaria.⁵²⁵ Its cost there was only \$150 a pound. The price of the attar is much greater, of course, by the time it⁵⁰⁰ reaches the consumer. The best grades have sold at times for \$100 or more an ounce.

Though Bulgaria is perhaps the best known⁵⁷⁵ source of attar of roses, it has no monopoly of the production of this most highly prized of perfumes. In the celebrated Vale of Kashmir,⁵⁰⁰ in some parts of China, in some of the oases of Persia, in Egypt, and in Asiatic Turkey the flowers from many acres of roses⁵²⁵ are concentrated in much the same way. The industry has even invaded the West and is carried on near Leipzig, Germany, and around the famous⁵⁰⁰ "City of Perfumes," Grasse, in southern France. (657)

Signals

By Douglas DeY. Silver

(Reprinted in shorthand by special permission of the publishers)

(Continued from the May issue)

After dressing, Carry left the clubhouse and was captured by an eager cheering mass of Revere supporters. With difficulty he⁵⁰⁰ slipped away. As he crossed the street he noticed, among others, a small, high-powered car parked against the curb. More particularly, the figure of⁵⁰⁰ a girl, waving at him.

Carry walked slowly toward the car.

"Carry," Janice said, leaping to the ground, "I think it was splendid. You were⁵⁰⁰ just great!"

"Thanks," Carry answered, noticing for the first time a coonskin clad figure slouching under the steering wheel.

"Hello, Finch," Carry said.

"Hello, Deems⁵⁰⁵—nice game," returned Finch. "Better jump in, Janice, or we'll be late for that dinner dance."

"Just a moment, Willie Finch," responded Janice, "or the⁵⁰⁰ first thing you know you'll be going away alone."

"Very well, suit yourself," answered Finch, peevishly, "but if you are coming, come now."

Janice hooked her⁵⁰⁵ arm in Carry's and steered him for the sidewalk.

"Oh, Carry," she said softly, as they strolled toward Redmond Street, "I want to apologize."

Carry⁵⁰⁰ was silent.

"I had the wrong idea about popularity and clubs and everything, Carry," she continued, looking up in his face. "You see, I knew⁵⁰⁵ all about those signals, too."

"You did?"

"Popsy told me all about it—he likes you, you see—and then to-day I sat behind Ike⁵¹⁰ Adams and Pancoast—Underhill, too, I think

—and Carry—they played a trick on you to see if you were straight!"

"What do you mean?"⁵³⁵ began Carry, bewildered.

"I mean that I overheard Pancoast say to Adams: 'You're a ham actor, Muggs.' Isn't that enough, Carry? You know how clever⁵¹⁰ Adams is at impersonation—don't you see that he was the Muggs who approached you? They were trying to see if you were good enough⁵¹⁵ for the Poplars. They didn't seem to care whose reputation was sacrificed."

"Well," answered Carry, "your father can straighten that out, I guess. Swede Morgan⁵²⁰ will get a square deal when the truth is learned. It would be a shame if he lost his contract."

"Carry?"

"Yes."

"Will you come⁵²⁵ over for dinner to-night—not only to-night, Carry, but any other time?"

"I guess that can be arranged," answered Carry, smiling. "Thanks a lot, Janice⁵²⁰—why, look—we're home already!"

As he walked back to Thayer to dress, Carry felt as though he were floating through the atmosphere. He climbed⁵²⁵ the stairs in Thayer and saw Adams standing by his door. Behind Ike stood Willie Finch.

"Hello, Carry," Ike began, "can you drop in for⁵³⁰ dinner at the Poplars to-night?"

"I'm sorry, boys," answered Carry as he opened his door. "I have just taken another bid." (3320)

(The end)

The World's Oldest Government

When the Constitution of the United States was drafted, with the system of government under which the American people are now living, George III. was⁵⁰ on the British throne and Catherine was Empress of Russia. Louis XVI. was king of France, Frederick the Great had been dead only a few⁵⁰ months, and Napoleon Bonaparte was an obscure lieutenant in the French Army. Parliamentary government, in the sense that it is now understood, was unknown. The⁵⁰ government of the United States is now the oldest government in the world. All the others have either been recast or revolutionized since Washington was¹⁰⁰ first inaugurated President. (103)

Save the Forests

The forests must be saved if we are to have wood for home-building; they must be saved if our rivers are to be a⁵⁰ source of help and not of harm. Without the forest soil to store up the rain, the rivers range from turbid floods to dry channels.⁵⁰ When they flow as torrents they wash good soil from

fertile hills, and with it choke up commercial waterways. If the nation is to prosper,⁷⁶ the great resources of the forests must not be wasted, but must be used wisely and made to renew themselves year after year, to promote¹⁰⁰ the comfort and wealth of the people. The generations that destroy the forest will be false to a sacred trust, and will have robbed of¹²³ their heritage the generations to come.

Then let us all unite in a campaign to save the trees—to plant trees, and to care for¹⁵⁰ them. Here is a crusade, worthy of our highest efforts, in which all may join in a common cause—the protection of our forests, that¹⁷⁶ they may maintain their usefulness forever. (181)

A Commission Contract Case

(Continued from the May issue)

—I would be ready for it at that time.

Q Did you speak to the bank about buying this particular piece of property?

A Afterwards?

Q No, before. A No, I did not.

Q I show you this paper, Mr. Matz, and ask if you ever saw¹²² it before?

A I saw that in the other Court when this case came up.

Q Was ever a tender made by anybody to you¹⁶⁰ of a deed to this property? A No, sir.

Q Do you know a lawyer at this bar by the name of Johnson? A I¹⁷⁵ do not.

Q You never saw him?

A I saw him in the Court room. He was pointed out to me when the case came¹⁹⁰ up some time in August, but I would not know if he was in the room now.

Q Was that the first time in your¹⁹⁵ life you had ever seen him when the case came up last August? A I don't remember.

Q I show you what purports to be¹⁹⁵ a deed to this property, Mr. Matz, and ask you if you ever saw that instrument before?

A Not until August.

Q How?

A Not¹⁹⁷⁵ until August when I was shown it in Court.

Q Not until when this case was tried before? A Yes, sir.

Q You never saw²⁰⁰ it before that time?

A I did not.

Q What did you say your business was?

A I am now in the automobile business.

Q²⁰⁵ How long have you been engaged in the automobile business?

A I have been in it about two years or a year and a half.²⁰⁵

Q Three and one-half years?

A No, about a year and one-half or two years.

Q What was your business before that?

A²⁰⁷⁵ Drug business.

Q How long have you been in the drug business? A About twelve years.

Q And where was your place of business?

A²¹⁰⁰ 3433 Sheffield Avenue at that time.

Q That is near what other cross street?

A Right at the corner of²¹²⁵ Newport and Clark.

Q And you had been engaged how long, you say, in that business?

A Been in the drug business about twelve years²¹⁵⁰ but across the street at one time.

Q What was your business before that time? A Why, selling goods.

Q Travelling man?

A No, just²¹⁷⁵ in the city.

Q Selling in some store?

A No, no, selling merchandise.

Q Selling merchandise, around Chicago?

A Yes, sir. (2196)

(To be continued in the September issue)

Kindness: A language the dumb can speak and the deaf can understand.—*Japanese saying.* (14)

Business Letters

Adjustments

(From Gardner's Constructive Dictation, pages 25 and 26, letters 3, 4, and 5)

Mr. James Nernson, General Agent,
Wells Fargo and Company Express,
Columbus, Ohio

Dear Sir: Attention—Debit Transfer Desk

After careful search we have been unable²⁵ to locate the copy of a receipt asked for in your letter of May 8, covering charges on shipment of two rims from the Columbus³⁰ Welding Manufacturing Company to the Twin City Auto Company, Minneapolis, Minnesota. If it is possible for you to furnish us with the date of the⁷⁵ Columbus Welding Manufacturing Company's invoice covering this shipment, we shall make a further investigation, and it may be possible that we can locate a copy¹⁰⁰ of the receipt.

Yours very truly, (106)

Appalachian Rubber Works,
319 West Cumberland Avenue,
Knoxville, Tennessee.

Gentlemen:

We are going to do our best to help you get service²⁵ out of your engine, so that it will again give you as good service as you report it did during the first two years of³⁰ operation.

If you will be kind enough to give us by return mail the factory number as given on the name plate we shall then⁷⁵ be in position to write you fully and in all probability offer suggestions which, if followed, will correct the difficulty you have experienced.

Very truly¹⁰⁰ yours, (101)

Cross and Linehan Company,
234 Fayetteville Street,
Raleigh, North Carolina

Gentlemen:

We are going to do our best to give you²⁸ proper credit for the merchandise reported short in your letter of January 4, though this will be a little difficult as you cannot locate your³⁰ invoice covering our shipment. If you will tell us the date on which this merchandise was delivered to you, as nearly as you can tell⁷² from your record, we will look up our own invoice of the original shipment and try to locate the matter in that way.

Please use¹⁰⁰ the inclosed stamped envelope and let us have your reply by return mail, so that you can receive the credit to which you are entitled.¹²⁵

Yours very truly, (128)



To increase your speed, study the forms very carefully, and compare with those in the penmanship lessons. Mastery of one or two little points in²⁵ execution may mean a great difference in a page of writing. (36)

Short Stories in Shorthand

Regulars

Jim: Oh, lord! I wish Garibaldi 'ad been a Dutchman!

Alfred: Why?

"'Cos I just said 'e was in the exam." (21)

New Methods

This is the way to write a thoroughly angry business letter:

"Sir—My typist being a lady, can not take down what I think of²⁵ you. I, being a gentleman, can not write it. You, being neither, can guess it all." (41)

Off and On

"You give your clerks two weeks' vacation every year, don't you, Mr. Tintack?" asked the friend.

"A month," grunted the eminent hardware dealer.

"A month?"²⁵

"Yes. Two weeks when I go on my vacation, and two weeks when they go on theirs." (42)

Musical Comedy

She—Are they putting that poor man out for laughing?

He—No. The manager has sent for him to find out what he was laughing²⁵ at. (26)

Purely Medical Reasons

"Now, tell us about it—why did you steal the purse?"

"Your Honor, I won't deceive you—I was ill and thought the change might²⁵ do me good." (28)

Precautions

Maid: I have just rented that room to a fellow.

Landlady: Good-looking?

"Yes, ma'am."

"Well, put an extra piece of carpet in front of²⁵ his mirror." (27)



90% Subscription Clubs

Iowa

Myrtle Gaffin, Iowa State Teachers' College, Cedar Falls

Maine

Maude F. White, Bliss College, Lewiston

Ohio

Marguerite Griffith, West High School, Cleveland

Texas

A. Alzada Wells, High School, Mexia

Washington

Harry L. Sprague, Colville Public School, Colville, Washington

Anton Buedall, Raymond, Washington



My Hobby in Typewriting

(Continued from page 318)

"Speed will come naturally through proper keyboard technique and in no other way. Arrangement and display are matters that can be taught effectively after the operation of the keyboard has become a matter of habit."



Teachers' Certificates

(Continued from page 332)

Mrs. W. R. Farrow, Nashville, Tenn.
Generosa Fernandez, Santurce, P. R.
Bessie L. Fleming, Nashville, Tenn.
Esther M. Flood, Meriden, Conn.
Edith E. Foster, Nashville, Tenn.
Helen E. Frierson, Nashville, Tenn.
Elizabeth Funkhouser, Fort Worth, Tex.
Sister M. Evangela Goldbach, Carroll, Iowa
Alice M. Gray, San Francisco, Calif.

(To be continued in the September issue)

